



**MATS UNIVERSITY, मैट्स विश्वविद्यालय**  
**SCHOOL OF EDUCATION**



# **M.A. IN EDUCATION**

## **SYLLABUS**

**2025-27**



**MATS SCHOOL OF EDUCATION**

**MATS UNIVERSITY, RAIPUR, C.G. - 493441**



## **MATS School of Education**

### **Vision:**

To be a centre of excellence in teacher education, preparing visionary educators who shape future generations.

### **Mission:**

- To provide high-quality teacher education focused on pedagogy, innovation, and technology.
- To develop compassionate and competent educators with strong ethical and cultural values.
- To promote research and practice for transforming the educational landscape.



#### **A. Program's mission and objectives:**

There are various challenges and dilemmas in the field of Education today. The quality and nature of education determines the nature and success of any educational system. Teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility.” Education serves as a social function when it seeks to respond to the demands of individuals or communities for education suited to their particular needs, aspirations and cultural traditions. It serves as a manpower function when it seeks to provide the economy with trained personnel, to ensure that there are sufficient teachers, and other professionals to meet the needs of the society as a whole. Education should seek to discharge both social and manpower functions. So, it is necessary to understand how educational planning reconciles these functions, and to what extent manpower planning has contributed to educational planning.

The Post-Graduation Program in Education (PGED) intends the learners with the following primary objectives:

- ✓ To develop the knowledge, skills and attitudes necessary to pursue further studies in Education.
- ✓ To deliberate on the varied understanding of the concept of Education; its various purposes/aims and its substances from different perspectives.
- ✓ Imparting an adequate knowledge on the bases of educational aims and goals according to different schools of thought in the Indian and Western traditions.
- ✓ To equip the learners with the changing faces of education and relevant reforms and debates. Enabling learners to understand the psychological bases of education, learner and learning factors.
- ✓ To appreciate the international dimensions of education and its multicultural and contemporary perspectives.
- ✓ To orient the learners to the pervasiveness of educational technology; develop a critical appreciation of the use of ICT in education in the context of modern India.
- ✓ To emphasize that education should help the learners contrast to her or his knowledge according to the social context she or he is placed in.
- ✓ Equip the learners to know the broad educational concerns addressed by emerging



curricula and a study of possible future trends.

- ✓ To introduce the nature of educational research, methods of acquiring knowledge and different paradigms of educational research.
- ✓ To develop an understanding of the concept of educational management and administration.
- ✓ Acquaint learners with the fundamental and contemporary issues of environmental and population education.
- ✓ Give an understanding of Special Education, Inclusive Education, and Teacher Education and Women Education perspectives in particular-their status and concerns.

**B. Relevance of the program with HEIs Mission and Goals::**

MATS University aims to provide quality education in a flexible mode to serve the aim of establishing an equitable knowledge society within the region. It also upholds higher education through the regional language i.e. Hindi and make education affordable to the unreached segment of the state. The program intends to provide lifelong education to the desired learners. The course strives for up-gradation of technology as well as a savior for basic values of the society. In a nutshell, it contributes to the development of the state and the nation and thereby motivates learners to strive for secular, scientific and democratic education.

**C. Nature of prospective target group of learners:**

The learners aspire to know and pursue careers in teaching (at school, college, TEIs and University), public sector job, higher education and research. A heterogeneous base is noticed regarding the age, background and aspiration in pursuing Post Graduation in Education. There are aspirants who are mostly employed and seek for job promotion at their respective workplaces as per Govt. rules and norms. Many aspirants enroll to fulfill the dreams of pursuing higher education which they could not complete owing to socio-cultural and or economic barriers.

**D. Appropriateness of program to be conducted in School of Education Master Program:**

The program is in abreast with the new developments in the realm of education as a discipline and education as a pragmatic body of knowledge. It has been designed keeping an eye to rejuvenate the aims of education as envisaged in the five pillars of education. Furthermore, the program strives to prepare value added human resources for the integrity of the nation.

The Post Graduate in Education program fervently puts thrust in education to employability based on the changing philosophy from idealism to pragmatism. From a specialized approach, there is a





shift to multidisciplinary program with modular approach on a life-long learning basis. Moreover, keeping the local needs trajectory, MATS UNIVERSITY has learners from the diverse section of the community to be able to make the necessary socio-economic development of the country. The University has a clear understanding of what they are seeking to achieve through their curricular offerings, research and extension programs.

This program provides-

- ✓ Futuristic and emerging areas into foci.
- ✓ Nurtures social temperament.
- ✓ Focuses on ICT-based curricular transaction.
- ✓ Develops graduate attributes as per the need of the discipline.
- ✓ Develops the overall personality of the learners to be excellent professionals.
- ✓ Inculcates human values and having regard for heritage and culture.

The ICT plays a significant role in the delivery mechanism and, accordingly, it provides choice to the learners regarding choice of courses, LSCs, place, pace and time etc. The University has integrated ICT tools in its various activities including the teaching-learning-evaluation system. The objective of democratization of education can also be fulfilled by integrating the ICT in the education system. Due to emergence of digital pedagogy, the program has integrated ICT in the pedagogy of the courses. The ICT intervention in MATS University, pedagogy helps in minimizing the distance and facilitates real-time interaction. In short, this particular initiative has the potential to i) meet the learning needs of individual learners, ii) provide quality educational resources & iii) promote equal opportunity.

#### **E. . Instructional Design:**

- **Curriculum Design:** This Program is stretched to two academic years. The Curriculum encompasses 2000 marks, of which 1000 to be studied in the First Year and remaining 1000 in the Final Year respectively. Final Year of the program offers three optional papers as specialisation areas, of which a student is expected to choose any two. The curriculum has all theoretical areas. Hence no practical components are present in the 2-year curriculum. In the light of this, various orientations, sensitization of learners, academic counselors, coordinators across the Learner Support Centers, thematic seminars and workshops pertaining to the program are carried out in tandem to the need as and



when required. Each paper/course is of 4 credits carrying 100 marks. There are 18 papers/courses and dissertation for this 2-year program, a total credit of 80.

The program stitches four basic foundations viz., more opportunity for large numbers, flexible learning in terms of pace and time, continuous learning, i.e., life-long learning, & including the excluded. All these are achieved to a large extent through effective utilization of ICT-based pedagogy braided with traditional pedagogy. To address the learners' varied needs/ demands, the ICT intervention is a contextual solution both from institutional & learners' point of view. The unique initiative of "ICT enabled pedagogy" facilitates each and every learners residing at remote places through the judicious use of ICT.

**F. Procedure for admissions, curriculum transaction and evaluation:**

➤ Procedure for Admissions

For admission to M.A. in Education programme the aspiring candidates will have to adhere to the following steps:

Step-1: Online submission of Application form and relevant documents

Step-2: Document Verification

Step-3: If eligible – Directions to pay fees within given time

Step-4: Post Fees payment – Email of admission confirmation

Step-5: Getting the LMS credentials and access to students' portal

➤ Curriculum Transaction:

Course curriculum will be designed by well-trained faculty members with relevant experience. Inputs from industry experts will be considered for ensuring the dynamic nature of the curriculum.

The course structure and curriculum will be approved through Board of Studies, Faculty Board and Academic Council of University. This will enhance the quality of the curriculum.

The review of the programme, its structure, the course curricula, pedagogy and evaluation will be undertaken by the individual Boards of Studies at least once in every two years.



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### Program Structure

- A. **Title of the program** : Master of Arts in Education (M.A. Education)
- B. **Duration of the program** : Two Years (Four Semesters)
- Semester I & III – July to December, Semester II & IV – January to June
- C. **Semester Wise distribution of credits:**

S. No.	Semester	Credits
1	Semester I	20
2	Semester II	20
3	Semester III	20
4	Semester IV	20
5	<b>Total</b>	<b>80</b>

### SEMESTER - I

Course Code	Course Title	Course Type	Marks		Credits	Full Marks
			Internal	End Semester		
EDN/MA/101	Philosophical Foundations of Education - I	Core Paper	30	70	4	100
EDN/MA/102	Psychological Foundations of Education - I	Core Paper	30	70	4	100
EDN/MA/103	Sociological Foundations of Education - I	Core Paper	30	70	4	100
EDN/MA/104	Methodology of Educational Research & Educational Statistics - I	Core Paper	30	70	4	100
EDN/MA/105	Information and Communication Technology in Education	Core Paper	30	70	4	100
<b>Total</b>					<b>20</b>	<b>500</b>



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**SEMESTER - II**

Course Code	Course Title	Course Type	Marks		Credits	Full Marks
			Internal	End Semester		
EDN/MA/201	Philosophical Foundations of Education - II	Core Paper	30	70	4	100
EDN/MA/202	Psychological Foundations of Education - II	Core Paper	30	70	4	100
EDN/MA/203	Sociological Foundations of Education - II	Core Paper	30	70	4	100
EDN/MA/204	Methodology of Educational Research & Educational Statistics - II	Core Paper	30	70	4	100
EDN/MA/205	Educational Technology	Core Paper	30	70	4	100
Total					20	500





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### SEMESTER - III

Course Code	Course Title	Course Type	Marks		Credits	Full Marks
			Internal	End Semester		
EDN/MA/301	Comparative Education -I	Core Paper	30	70	4	100
EDN/MA/302	Curriculum Studies-I	Core Paper	30	70	4	100
EDN/MA/303-1	Educational Measurement and Evaluation - I	Elective Papers (Any 2)	30	70	4+4	100+100
EDN/MA/303-2	Teacher Education-I					
EDN/MA/303-3	Educational Management and Administration - I					
EDN/MA/304	Dissertation/Proposal				4	100
<b>Total</b>					<b>20</b>	<b>500</b>

**N.B: Dissertation will start in Third Semester and continue till Forth Semester.**



**SEMESTER - IV**

Course Code	Course Title	Course Type	Marks		Credits	Full Marks
			Internal	End Semester		
EDN/MA/401	Comparative Education -II	Core Paper	30	70	4	100
EDN/MA/402	Curriculum Studies-II	Core Paper	30	70	4	100
EDN/MA/403-1	Educational Measurement and Evaluation - II	Elective Papers (Any 2)	30	70	4+4	100+100
EDN/MA/403-2	Teacher Education-II					
EDN/MA/403-3	Educational Management and Administration - II					
EDN/MA/404	Viva-voce on Dissertation				4	100
Total					20	500



➤ **Examinations –**

- a. The examination shall be held semester wise in June & December for the Calendar Batch and in December & June for Academic batch respectively.
- b. Admit Cards/Roll No. Slips and date sheet for appearing in the examination shall be provisional subject to fulfilling the eligibility, etc. Admit Cards/Roll Nos. and date-sheet will be issued to the candidates concerned, through ERP or by hand, 10-12 days before the commencement of examination concerned, if the students have fulfilled all the requirements and paid their all kinds of fees/dues and submitted the requisite documents. If any candidate does not receive his/her Admit Card/Roll No. slip in time, he/she should contact to the Principal School of Education.
- c. An Examination Centre for theory will be decided by the Exam Cell and will be located in Department/ School, where all the requisite facilities can be made available.

➤ **Evaluation System**

To ensure uniform system of education, duration of postgraduate programme, eligibility criteria for and mode of admission, credit load requirement and its distribution between course and system of examination and other related aspects, following academic rules and regulations are recommended.

**1. Course Evaluation**

The performance of every student in each course will be evaluated as follows:

- Internal evaluation by the course faculty member(s) based on continuous assessment, for 30% of the marks for the course; and
- Final examination by the University through written paper or practical test or oral test or presentation by the student or a combination of any two or more of these, for 70% of the marks for the course.
- In order to earn the credit in a course a student has to obtain grade other than Fail.

**2. Grading**

The student's performance in any semester will be assessed by the Semester Grade Point Average (SGPA). Similarly, his performance at the end of two or more consecutive semesters will be denoted by the Cumulative Grade Point Average (CGPA). The SGPA and CGPA are defined as follows:



### Grading Scheme

Grading Scheme me Range of Marks (%)	96.0-100	86.0-95.9	76.0-85.9	66.0-75.9	56.0-65.9	46.0 – 55.9	36.0 – 45.9	Below 36.0	Absent
Letter Grade	<b>O</b> (Outstanding)	<b>A+</b> (Excellent)	<b>A</b> (Very Good)	<b>B+</b> (Good)	<b>B</b> (Above Average)	<b>C</b> (Average)	<b>P</b> (Pass)	<b>F</b> (Fail)	<b>Ab</b> (Absent)
Grade Point	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>0</b>

$SGPA = \sum C_i G_i / \sum C_i$  where  $C_i$  is the number of credits of course  $i$

$G_i$  is the Grade Point for the course  $i$  and  $i = 1$  to  $n$ ,  $n$  = number of courses in the semester

$CGPA = \sum C_i G_i / \sum C_i$  where  $C_i$  is the number of credits of course  $i$

$G_i$  is the Grade Point for the course  $i$  and  $i = 1$  to  $n$ ,  $n$  = number of courses of all semesters up to which CGPA is computed.

### 3. Awards of Degree:

3.1 Every student of the program who fulfills the following criteria will be eligible for the award of the degree:

- The students should have earned at least minimum required credits as prescribed in course structure; and
- Student should have cleared all evaluation components in every course; and

3.2 The student who fails to satisfy minimum requirement of CGPA will be allowed to improve the grades so as to secure a minimum CGPA for the award of degree. Only latest grade will be considered.

### 4. Award of Class:

The class awarded to a student in the programme is decided by the final CGPA as per the following scheme:





<b>Distinction:</b>	<b>CGPA <math>\geq 7</math> &amp; <math>\leq 10</math></b>
<b>First class:</b>	<b>CGPA <math>\geq 6.0</math> &amp; <math>&lt; 7</math></b>
<b>Second Class:</b>	<b>CGPA <math>\geq 5.0</math> &amp; <math>&lt; 6.0</math></b>
<b>Pass Class:</b>	<b>CGPA <math>&lt; 5.0</math></b>

**5. Transcript:**

The transcript issued to the student at the time of leaving the University will contain a consolidated record of all the courses taken, credits earned, grades obtained, SGPA, CGPA, class obtained, etc.

**G. Requirement of the laboratory support and Library Resources:-**

M.A. Education is basically theory based and there is no practical paper in it, moreover there will be provision of e-library where learner can access to various e-resources for their desired subject content.

**H. Quality assurance mechanism and expected programme outcomes:**

The programme structure of MA Education is developed under the guidance of the expert committee and Board of Studies and Faculty Board. It is developed as per the guideline of statutory bodies. It is approved by Board of Studies, Faculty Board and Academic Council of the University. Once in every two year the curriculum of the course will be reviewed as per the need of education sector and forwarded to the Board of Studies, Faculty Board and Academic Council with suggestions.

The University will help the passed-out students in their placement in different industries through the training and placement cell. Quality of the instructions delivered will be regularly assessed through students' feedback on instructional methodology and experience while learning. Feedback of stakeholder's viz. Education experts, Employers, Alumni, Parents will be taken for further improvement.

The expected programme outcomes are as follows. The Graduate of MA programme will be able to:

1. Understand and apply educational foundation and domain knowledge for the conceptualization of educational models.



2. Identify, critically analyze and formulate complex problems of educational field.
3. Transform complex scenarios of society and contemporary issues into problems, investigate, understand and propose integrated solutions using emerging technologies
4. Devise and conduct experiments, interpret data and provide well informed conclusions.
5. Recognize the need for and develop the ability to engage in continuous learning as an education professional.
6. Communicate effectively with the community as well as society by being able to comprehend effective documentations and presentations.
7. Recognize economic, environmental, social, health, legal, ethical issues involved in the use of technology and other consequential responsibilities relevant to professional practice.
8. Work as a member or leader in diverse teams in multidisciplinary environment.
9. Identify opportunities, entrepreneurship vision and use of innovative ideas to create value and wealth for the betterment of the individual and society.



❖ **Program Outcomes:**

The program is designed to provide opportunities for the professional to extend and deepen their horizontal of knowledge and understanding of education and teacher education, develop research capacities, specialized in select areas etc. The course includes both critical comprehension of theory as well as hands-on and field based reflective practices, skills and competences.

The Syllabus for M.A. Education program is designed to attain the following broad objectives. After the completion of the course the students shall:

**PO 1:** Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.

**PO 2:** Understand how learner learn and develop, how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.

**PO 3:** Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and understand, how students come to view, develop and make sense of subject matter contained in the learning experiences.

**PO 4:** Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**PO 5:** Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**PO 6:** Develop sensibilities to identify problems for further probing and abilities to conduct pure, applied and/or action research on the identified issues concerning educational theory and practices.

**PO 7:** Develop self-identity as a faculty through continuous experiences that continually evaluate the effects of learner choices and actions.



❖ **Program Specific Outcome**

In terms of program specific context of M.A. Education the outcomes are as follows.

1. To build perspective and understanding of concepts, theories, ideas and practices across various fields of Education.
2. To understand the historical, political and economic aspect of education.
3. To provide research related experiences with the competency to independently develop dissertation and research work.
4. To interpret the schools of philosophy and their educational significance.
5. To get an insight into various educational policies and practices.
6. To enable proper understanding and critical perspective about specialized areas of Education.

❖ **Program Objectives**

M.A. in Education, structured according to Bloom's Taxonomy:

1. Knowledge (Remembering) Recall foundational theories, principles, and philosophies of education. Identify key historical and contemporary trends in education. List various educational policies and their implications.
2. Comprehension (Understanding) Explain the psychological, sociological, and philosophical underpinnings of education. Interpret educational research and policy documents. Discuss the role of education in societal development.
3. Application (Applying) Apply educational theories to teaching and learning practices. Utilize research methods to conduct small-scale educational studies. Implement instructional strategies in diverse educational settings.
4. Analysis (Analyzing) Compare and contrast different educational philosophies and pedagogies. Analyze educational policies and their impact on learners and institutions. Examine challenges in education using data-driven approaches.
5. Synthesis (Evaluating) Critically evaluate contemporary educational issues and propose solutions. Develop innovative curriculum models or instructional strategies. Design and





assess educational interventions based on research findings.

6. Evaluation (Creating) Formulate new perspectives on education policy and practice.

Conduct independent research contributing to the field of education. Advocate for educational reforms based on evidence-based findings. These objectives ensure a comprehensive learning experience, equipping students with the knowledge, skills, and competencies required in the field.

**Modes of Transaction:**

With a view to move away from theoretical discourses and lectures, the student- teacher is required to be engaged in various kinds of learning experience. This program intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the perspective

Teacher-Educator will be of the following kinds:

- ❖ Lecture-cum-Discussion Session: The teacher educator provides the perspective Teacher-Educator a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base
- ❖ Focused Reading and Reflection: Perspective Educator would be led to focus readings on various themes with questions inviting reflections either individually or in small groups.
- ❖ Observation-Documentation-Analysis: Simulated and real school/community experiences would be arranged for the student to observe, document in the form of record/ journal/ diary and analyze with an intention to revisit their own understandings or develop new insights.
- ❖ Seminar Presentations: Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.
- ❖ Library Work: On specific theme/issue/problems relating to school education and teacher education or on any other curricular issues, the prospective teacher educators would be asked to consult library, collect information and prepare their individual



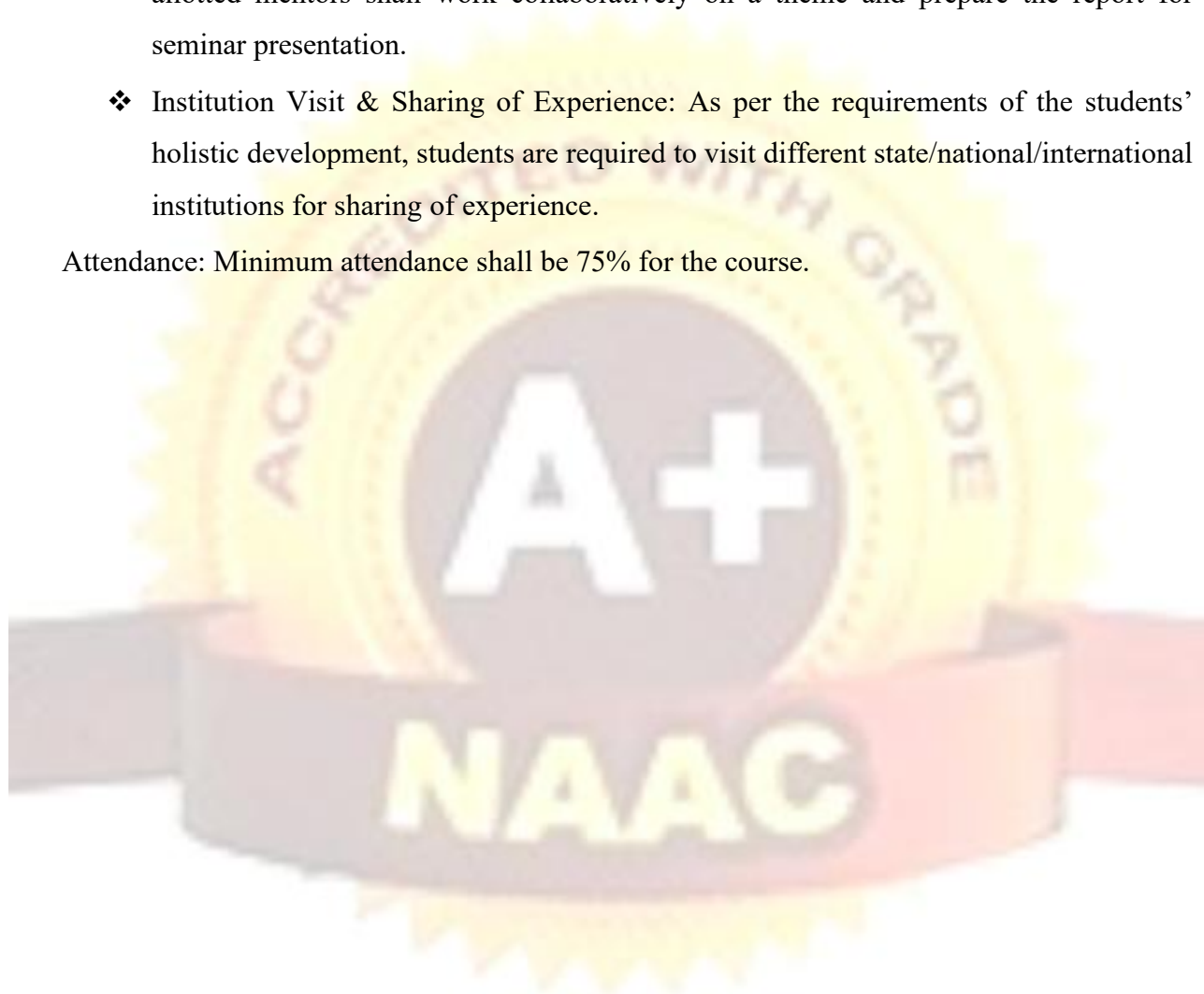
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write-ups for seminar presentation and discussion.

- ❖ Projects: Course related projects having contemporary concern shall be assigned to individual prospective educator to be completed within a specified period of time with a report.
- ❖ Collaborative Presentations: The prospective educators in groups along with their allotted mentors shall work collaboratively on a theme and prepare the report for seminar presentation.
- ❖ Institution Visit & Sharing of Experience: As per the requirements of the students' holistic development, students are required to visit different state/national/international institutions for sharing of experience.

Attendance: Minimum attendance shall be 75% for the course.





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### Semester – I

**Course: EDN/MA/101– Philosophical Foundations of Education - I**

**Full Marks: 70+30=100**

**Objectives:** This will enable students:

- ✓ To acquire knowledge about the meaning, nature and scope of Educational Philosophy.
- ✓ To know and understand the various Branches of Philosophy.
- ✓ To know and understand the relationship between Education and Philosophy.

CO	Course Outcomes	BT	PO
CO1	To explain the meaning of Educational Philosophy.	BT 2	PO 4
CO2	To explain the relationship between Education and Philosophy.	BT 2,3	PO 2
CO3	To make a comparison among the basic concepts of branches of philosophy.	BT 4	PO 1,3

### Course Materials

#### Unit-I: Essence of Philosophy and Educational Philosophy

- Meaning, nature, scope of educational philosophy
- Need for educational philosophy, relationship between philosophy and education

#### Unit-II: Sources of Knowledge

- Concept, nature, types and theories of knowledge
- Knowledge getting process – Western and Indian perspective
- Educational implications of knowledge

#### Unit-III: Indian Schools of Philosophy

- Theist: Nyaya, Samkhya, Yoga, Vedanta philosophy
- Atheist: Jain, Buddhist, Islamic philosophy with special reference to knowledge, value, reality and educational implications.



#### **Unit-IV: Western Schools of Philosophy**

- Idealism, Naturalism, Pragmatism, Realism
- Existentialism, Marxism with special reference to knowledge, value, reality and educational implications.

#### **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. Chandra, S.S., & Sharma, R.K. (2004). Philosophy of Education. New Delhi: Atlantic Publishers & Distributors.
7. Shukla, R. (2001). Philosophy of Education. Jaipur: Sublime Publications.
8. Kneller, G.F. (1971). Introduction to the Philosophy of Education. New York: John Witty & Sons.
9. Curtir, S.J. (1968). Introduction to the Philosophy of Education. London University: Tutorial Press.
10. Agarwalla, S. (2019). Philosophical Foundations of Education (1st ed.). Mahaveer Publications.
11. Aggarwal, J.C. (2002). Philosophical and Sociological Perspectives on Education (1st ed.). Shipra Publication.





**Course: EDN/MA/102– Psychological Foundations of Education - I**

**Full Marks: 70+30=100**

**Objectives:**

This will enable students:

- ✓ To understand the evolution of Psychology through contribution of different schools of thought
- ✓ To understand the interrelations of Education and Psychology
- ✓ To understand the growth and development as inevitable condition of life
- ✓ To understand the nature of and Individual differences in learning, motivation, intelligence, creativity, and personality
- ✓ To understand the process of counseling

CO	Course Outcomes	BT	PO
CO1	To explain Educational Psychology as a discipline	BT 2	PO 3
CO2	To identify how Education and Psychology affects each other	BT 1	PO 7,6
CO3	To demonstrate the continuum of growth and development during human life span	BT 6	PO 5,7
CO4	To comprehend and compare in between approaches to learning, motivation, intelligence, creativity	BT 4	PO 4
CO5	To render informal counseling to persons in need	BT 2	PO 3

**Course Materials**

**Unit-I: Basics of Psychology and its relation to Education**

- Educational Psychology as an emerging discipline – nature and scope.
- Schools of psychology: structuralism, functionalism, behaviorism, gestalt, constructivism, psychoanalysis
- Recent trends in educational psychology



### **Unit-II: Psychology of Human Development**

- Development: concept, principles, different stages and aspects
- Theories of development: Piaget, Vygotsky, Erikson, Schachter-Singer, Kohlberg, Urie Bronfenbrenner
- Developmental conceptualism: impact of socio-cultural backgrounds of the learner on development

### **Unit-III: Psychology of Individual differences**

- Concept of individual difference and its different domains
- Concept and theories of intelligence: Guilford, Sternberg, Gardner; emotional intelligence, intelligence & creativity
- Concept and theories of personality

### **Unit-IV: Mental Health & Life Skills**

- Mental health: meaning & concept, normal and abnormal behaviour
- Synoptic views of meaningful classification of mental health problems
- Promotional aspect of mental health: life skills education (basic concept of ten core life skills as prescribed by WHO)

### **Suggested Readings:**

1. McInerney, D. M. (2014). Educational Psychology: Constructing Learning (6<sup>th</sup> ed). Pearson
2. Ormond, J. E., Anderman, E. M. & Anderman, L. H. (2020). Educational Psychology: Developing Learners (10<sup>th</sup> ed). Pearson
3. Moreno, R. (2010). Educational Psychology. John Wiley & Sons.
4. Duchesne, S. & McMaugh, A. (2019). Educational Psychology for Learning and Teaching (6<sup>th</sup> ed). Cengage Learning
5. Santrock, J. W. (2018). Educational Psychology: Theory and Applications to Fitness and Performance (6<sup>th</sup> ed). New York: McGraw-Hill Education.



6. Gross, R. (2020). Psychology: The Science of Mind and Behaviour (8<sup>th</sup> ed). Hodder Education
7. Schacter, D. L., Gilbert, D. T., Nock, M. K. & Wegner, D. M. (2020). Psychology (5<sup>th</sup> ed). New York: Worth Publishers – Macmillan Learning.
8. Lilienfeld, S. O., Lynn, S. J. & Namy, L. L. (2018). Psychology: From Inquiry to Understanding (4<sup>th</sup> ed). New York: Pearson.
9. Ciccarelli, S. K. & White, J. N. (2018). Psychology (5<sup>th</sup> ed). Pearson.
10. Feldman, R. S. (2017). Development Across the Lifespan (8<sup>th</sup> ed).
11. Mangal, S. K. (2002). Advanced Educational Psychology. New Delhi: Prentice Hall India.
12. Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books
13. Chauhan, S. S. (2010): Advanced Educational Psychology (7<sup>th</sup> ed). Vikash Publication House.
14. Maltby, J., Day, L. & Macaskill, A. (2017). Personality, Individual Differences and Intelligence (4<sup>th</sup> ed). Pearson



**Course: EDN/MA/103– Sociological Foundations of Education - I**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To develop knowledge about Education & Society
- ✓ To transact different determinants of Sociology in Education
- ✓ To apply Sociological Concepts on different segment to our Society
- ✓ To correlate Education & Sociology

CO	Course Outcomes	BT	PO
CO 1	To describe the basic concepts of sociology with reference to education	BT 2	PO 1
CO 2	To identify different social factors associated with the education system	BT 1	PO 5
CO 3	To relate social stratification with social mobility and the role of education in both	BT 4	PO 5
CO 4	To explain the influence of education on social change	BT 2	PO 5,7
CO 5	To identify different social groups and their characteristics	BT 1	PO 5,7

**Course Materials**

**Unit-I: Sociological Bases of Education**

- Meaning, nature and scope of educational sociology
- Schools of sociological thought
- Approaches to educational sociology: Symbolic Interaction, Structural Functionalism, Conflict Theory

**Unit-II: Social Organization**

- 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





- Education as a process: a) of social system, b) of socialization, c) of social progress

### **Unit-III: Social Structure and Education**

- Social structure and education: Group, Group Dynamics, Educational significance of group dynamics, Social Mobility, factors affecting social mobility, Education and social mobility
- Concept of social movement, theories of social movements: Relative Deprivation, Resource Mobilization, Political Process Theory & New Social Movement Theory

### **Unit-IV: Socio-cultural Change and Education**

- Concept of culture; characteristics of culture, cultural processes and its educational implications
- Social change, cultural change, causes of cultural change, cultural lag
- Cultural intelligence, recent trends in cultural studies

### **Suggested Readings:**

1. Macionis, J. J. (2018). Sociology (16<sup>th</sup> 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. Andersen, M. L. & Taylor, H. F. (2011). Sociology: The Essentials (6<sup>th</sup> ed). Wadsworth Cengage Learning
5. Bhattacharya, S. (2002). Sociological Foundation of Education. New Delhi: Atlantic Publication.
6. Bilton, Tony et. Al. (2007). Introduction of Sociology. London: Macmillan.
7. Bottomase, T. B. (1975). Sociology: A Guide to Problems & literature (Revised Education). New Delhi: Blackie and Son (India) Ltd.
8. Broom, L. & Selznick, P. (2009). Sociology: A Text with Adapted Readings. New York: Harper & Row.



9. Davis, K. & Moose, W. (1945). Some Principles of Stratification. American Sociological Review
10. Durkheim, E. (1956). Education & Sociology. Chicago: Free press.
11. Giddens, A. (1990). Sociology. Cambridge: Polity Press.
12. Gupta, Dipankar (2008). Social Stratification. New Delhi: Oxford University Press.
13. Haralambus, M. & Heald, R. M. (1975). Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
14. Marshall, Gordon (2004). A Dictionary of Sociology. New Delhi: Oxford University Press.
15. Ottaway, A. K. C. (1962). Education & Society: An Introduction to Sociology of Education. London: Routledge & Kegan Paul
16. Parsons, Talcott (1961). The School Class as a Social System. New York: Free Book.
17. Ruhela, S.P. (2002). Sociological Perspectives on School Education in India. New Delhi: Indian Publishers Distributors.
18. Sharma, K. L. (1964). Social Stratification & Mobility. Jaipur & New Delhi: Rawat Publications.
19. Srinivas, M. N. (1972). Social Change in Modern India. Hyderabad: Orient Longmans.
20. Weber, Mox (1947). Class, Status & Party. India Coser & Rosonbery.



**Course: EDN/MA/104– Methodology of Educational Research & Educational Statistics - I**

**Full Marks: 70+30=100**

### **Objectives**

This will enable students:

- ✓ To know about educational research; Meaning, Steps, Characteristics & Types of Scientific Method; know about Research Objectives & Research Questions; Review of related literature; identify research worthy Problem
- ✓ To differentiate among Types of Research, Approaches to Educational Research, Designs in Educational Research
- ✓ To get idea about the concepts of Variables, Sampling and Hypotheses
- ✓ To comprehend about Tools and Techniques of Research
- ✓ To analyze both quantitative and qualitative research oriented data
- ✓ To know about Research proposal & Research report; know briefly about Research and Publication Ethics (RPE)

CO	Course Outcomes	BT	PO
CO1	To tell about the meaning, steps, characteristics & types of Scientific Method, about Research Objectives & Research Questions, Review of related literature	BT 2	PO 1,2
CO2	To answer about different Types of Research, Approaches to Educational Research, Designs in Educational Research	BT 2	PO 2
CO3	To learn about the concepts of Variables, Sampling and Hypotheses	BT 3,4	PO 3,5
CO4	To construct and use the Tools and Techniques of Research	BT 5,6	PO 6
CO5	To write the Research proposal & Research report and can apply the Research and Publication Ethics (RPE) in their future endeavor	BT 6	PO 6



## **Course Materials**

### **Unit-I: Introduction to Educational Research**

- Meaning, scope and need of educational research
- Meaning and steps of scientific method, characteristics of scientific Method (Reliability, Precision, Falsifiability and Parsimony)
- Types of scientific method (Exploratory, Explanatory and Descriptive), aims of research as a scientific activity: problem-solving, theory building and prediction

### **Unit-II: Types & Strategies of Research**

- Types of research based on purpose: Fundamental, Applied and Action
- Educational research design: Quantitative, Qualitative and Mixed-method
- Major types of research approach: Descriptive, Experimental, Historical, Grounded Theory, Narrative, Case Study, Ethnography

### **Unit-III: Formulation of Research Problem**

- Sources of knowledge: authority, tradition/cultural belief, personal experience, reasoning
- Concept of knowledge gap & research problem, criteria for identification of research problem, evaluation of research problem
- Hypothesis: concept & types (Research, Directional, Non-directional, Null) characteristics of a good hypothesis

### **Unit-IV: Variable & Sampling**

- Concept of Population and Sample, characteristics of a good sample, purpose of sampling, techniques of sampling (Probability and Non-probability Sampling)
- Constructs & Variables: meaning, types of variables (Independent, Dependent, Extraneous, Intervening and Moderator)
- Writing of research proposal: Chapterisation & key terminologies





**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. Kerlinger, F. N. (1978). Foundation of Behaviour Research. Delhi: Surjeet Publication.
4. Creswell, J.W. (2014). Educational research. Delhi: PHI learning private limited.
5. Lichtman, M. (2010). Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.
6. Sax, G. (1979). Foundations of Educational Research. New Jersey: Prentice – Hall.
7. Gall, M. D., Gall, J. P. & Borg, W. R. (2015). Applying Educational Research (7th ed). Pearson
8. McMillan, J. H. (2016). Fundamentals of Educational Research (7th ed). Pearson
9. Leavy, P. (2017). Research Design. New York: The Guilford Press
10. McMillan, J. & Schumacher, S. (2014). Research in Education: Evidence-Based Inquiry (7th ed). Edinburgh: Pearson
11. Coe, R., Waring, M., Hedges, L. V. & Arthur, J (2017). Research Methods and Methodologies in Education (2nd ed). Sage Publications
12. Newby, P. (2014). Research Methods for Education (2nd ed). New York: Routledge
13. Christensen, L. B., Johnson, R. B. & Turner, L. A. (2015). Research Methods, Design and Analysis (12th ed). Pearson
14. Cohen, L., Manion, L. & Morrison, K. (2018). Research Methods in Education (8th ed). Oxon: Routledge
15. Schreiber, J. & Asner-Self, K. (2011). Educational Research: The Interrelationship of Questions, Sampling, Design and Analysis. John Wiley & Sons
16. Wallen, N. E. & Fraenkel, J. R. (2011). Educational Research: A Guide to The Process (2nd ed). Taylor & Francis



**Course: EDN/MA/105– Information and Communication Technology in Education**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To understand the nature and scope of educational technology and also about the various forms of technology explain the nature and application of Teaching Machine and Programed Instruction.
- ✓ To apply Educational Technology in formal, non-formal, informal including education system.
- ✓ To give explanation and use of different media in Educational Technology.
- ✓ To develop instructional systems and design instructional strategies by different methods.
- ✓ To outline different emerging trends in Educational Technology and their use.
- ✓ To develop evaluation tools in different ways.

CO	Course Outcomes	BT	PO
CO 1	define various concepts relating to technology of education and technology in education	BT 1	PO 5
CO 2	understand the importance of communication process and system approach	BT 2	PO5,6
CO 3	make use of different program d instruction technique for better learning	BT 3	PO 6
CO 4	To equip themselves with the knowledge and skills of different technological advancements in the field of education	BT 3	PO 7
CO 4	To explore the possibilities of educational technologies for removing potential barriers to equitable, accessible and quality education for all	BT 4	PO5,6
CO 5	To develop the ability for critical appraisal of the audio-visual media, develop basic skills in the production of different types of instructional material.	BT 6	PO 6
CO 6	know the recent innovations and future perspectives of Education Technology	BT 2	PO 7



## **Course Materials**

### **Unit-I: ICT**

- Information and Communication Technology: concept & nature
- ICT in education: advantages & limitations
- Development of ICT: origin & growth
- Application of ICT: uses & limitations

### **Unit-II: Meaning, Scope and components**

- Meaning and Scope of Educational Technology Educational Technology as system.
- Its Characteristics, Components of Educational Technology –Software, Hardware.
- Educational Technology and Instructional Technology.

### **Unit-III: Basics of Educational Technology**

- Meaning, nature and scope of educational technology
- Components of educational technology: hardware, software, system approach
- Emerging key technologies and practices: Artificial Intelligence/Machine Learning, Blended/Hybrid Learning, Cloud computing, Learning Analytics, Adaptive Learning, Gamification, Flipped Classroom
- Future tendencies of educational technology

### **Unit-IV: Communication and Instructional Design**

- Communication System – concept, elements, types; classroom communication model, barriers of communication
- Instructional design on the basis of different learning theories: behaviorists, social cognitive, constructivist and psychoanalysis
- Recent trends in instructional design: ADDIE, ASSURE, Dick & Carrey Model, Gagne,



**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





**Semester – II**

**Course: EDN/MA/201– Philosophical Foundations of Education - II**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To acquire knowledge about Indian Philosophy.
- ✓ To know and understand the different schools of Indian Philosophy.
- ✓ To know and understand the educational philosophy of great Indian Thinkers.
- ✓ To acquire knowledge about the National Values and their Educational Implications.
- ✓ To acquire knowledge and understanding about Western Schools of Philosophy.
- ✓ To know the contributions of Western Philosophers in the field of Education.
- ✓ To acquire knowledge and understanding about Modern Concepts of Philosophy.

CO	Course Outcomes	BT	PO
CO1	To distinguish between Orthodox and Heterodox Schools of Indian Philosophy.	BT 4	PO 1
CO2	To apply the concept of values in their life according to the Indian Schools of Philosophy.	BT 3	PO 2,3
CO3	To explain and evaluate the contributions of Indian Thinkers in the field of Education.	BT 2	PO 2,3
CO4	To follow and apply the different concepts of National Values in their daily life.	BT 3	PO 2,3
CO5	To make a comparison among the various Western Schools of Philosophy.	BT 4	PO 2,3
CO6	To explain and evaluate the contributions of Western Thinkers in the field of Education.	BT 2,5	PO 5
CO7	To explain and compare among the various Modern Concepts of Philosophy.	BT 2,4	PO 2,5

**Course Materials**

**Unit-V: Indian Educational Thinkers**

- Tagore, Gandhi, Vivekananda, Aurobindo, Krishnamurti, Sabitribai Phule



#### **Unit-VI: Western Educational Thinkers**

- Russel, Herbert Spencer, Paulo Freire, Ivan Illich, Nel Noddings, Wolsteincraft,

#### **Unit-VII: National Values and Education in the Constitution of India**

- National values as enshrined in the Constitution of India and their educational implications with special reference to secularism, democracy, and equality

#### **Unit-VIII: Contemporary Thoughts**

- Philosophy of inclusive education
- Education
- Any other issues as prescribed

#### **Suggested Readings:**

1. Aggarwal, J.C. (2020). Philosophical Foundations of Education. Shri Vinod Pustak Mandir.
2. Avinashalingam, J. S. (1947): Educational Philosophy & Swami Vivekananda. Coimbatore: Sri Ramkrishna Mission Vidyala.
3. Bhattacharya, S. (2008). Philosophical Foundation of Education. Atlantic
4. Chand, J. (2009): Great Indian Thinkers on Education. Delhi: Ashish Publication.
5. Chand, J. (2006). Philosophical Foundation of Education. Shipra Publication.
6. Chaube, A., & Chaube, S.P. (2020). Philosophical and Sociological Foundations of Education. Shri Vinod Pustak Mandir.
7. Das, M. (1999). Sri Aurobindo on Education. New Delhi: NCTE
8. Khan, W.A. (2011). Philosophical Foundation of Education (1st ed.). New Delhi: Sports Publication.
9. Nandra, I.D., Soni, J., & Yadav, S. (2019). Philosophical Foundation of Education (1st ed.). Bookman.
10. Pathak, R.P. (2007). Philosophical and Sociological Perspectives of Education (1st ed.). Atlantic.
11. Samuel, R.S. (2015). Philosophical and Sociological Bases of Education. PHI Learning Private Limited.



**Course: EDN/MA/202– Psychological Foundations of Education - II**

**Full Marks: 70+30=100**

### **Objectives**

This will enable students:

- ✓ To understand the growth and development as inevitable condition of life
- ✓ To understand the nature of and Individual differences in learning, motivation, intelligence, creativity and personality
- ✓ To understand the process of counseling

CO	Course Outcomes	BT	PO
CO1	To demonstrate the continuum of growth and development during human life span	BT 6	PO 7
CO2	To comprehend and compare in between approaches to learning, motivation, intelligence, creativity	BT 4	PO 4
CO3	To render informal counseling to persons in need	BT 2	PO 5

### **Course Materials**

#### **Unit-V: Psychology of learning**

- Concept of learning, factors of learning, styles of learning
- Theories of learning: synoptic views of Thorndike, Pavlov, Skinner, Bandura, Ausubel, Bruner, Tolman, Lewin, Gagne
- Contemporary theories of learning (basic concepts)
- Transfer of learning: concept, types, theories and significance

#### **Unit-VI: Psychology of Motivation**

- Motivation: concept, elements and determinants or arousal factors
- Theories of motivation: Maslow, Weiner, Atkinson, Seligman
- Recent trends in theories of motivation



### **Unit-VII: Psychology of Guidance & Counselling**

- Guidance: meaning, nature and different types
- Counseling: modern concept, do's and don'ts, and different types with special reference to Carl Roger's client-centric
- Basic criteria of counseling and modern techniques with special reference CBT and Mindfulness

### **Unit-VIII: 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-behavioral psychology: basic concept
- Resilience: basic concept

### **Suggested Readings:**

1. Schacter, D. L., Gilbert, D. T., Nock, M. K. & Wegner, D. M. (2020). Psychology (5<sup>th</sup> ed). New York: Worth Publishers – Macmillan Learning.
2. Lilienfeld, S. O., Lynn, S. J. & Namy, L. L. (2018). Psychology: From Inquiry to Understanding (4<sup>th</sup> ed). New York: Pearson.
3. Mangal, S. K. (2002). Advanced Educational Psychology. New Delhi: Prentice Hall India.
4. Chauhan, S. S. (2010): Advanced Educational Psychology (7<sup>th</sup> ed). Vikash Publication House.
5. Cowie, H., Pecherek, A. (2018). Counselling: Approaches and Issues in Education. Routledge
6. Batra, P. & Gladding, S. T. (2018). Counselling: A Comprehensive Profession (8<sup>th</sup> ed). Pearson
7. World Health Organization (2004). Promoting Mental Health: Concept, Emerging Evidence, Practice. Geneva
8. Thompson, N. (2019). Mental Health and Well-being: Alternatives to the Medical





Model. Routledge

9. Patel, V. & Hanlon, C. (2017). Where There is No Psychiatrist (2nd ed).  
RCPsych Publications
10. Rodriguez, J. (2001). Psychology and Mental Health. Salem Press
11. Minas, H. & Lewis, M. (2017). Mental Health in Asia and the Pacific. New York:  
Springer
12. World Health Organization (1999). Partners in Life Skills Education:  
Conclusions from a United Nations Inter-Agency Meeting. Geneva
13. Srinivasan, M. (2014). Teach, Breathe, Learn: Mindfulness in and Out of the  
Classroom. Barkeley: Parallax Press
14. Brown, K. W., Creswell, J. D. & Ryan, R. M. (2015). Handbook of Mindfulness:  
Theory, Research and Practice. The Guilford Press
15. Carrion, V. G. & Rettger, J. (2019). Applied Mindfulness: Approaches in Mental Health  
for Children and Adolescents. American Psychiatric Association Publishing
16. HBR Emotional Intelligence Series (2017). Mindfulness. Boston: Harvard Business  
Review Press
17. Southwick, S. M. & Charney, D. S. (2012). Resilience: The Science of Mastering Life's  
Greatest Challenges. Cambridge University Press
18. Luthar, S. S. (2003). Resilience and Vulnerability: Adaptation in the Context of  
Childhood Adversities. Cambridge University Press
19. Burkley, E. (2018). Motivation Science, New York: Pearson



**Course: EDN/MA/203– Sociological Foundations of Education - II**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To develop knowledge about Education & Society
- ✓ To transact different determinants of Sociology in Education
- ✓ To apply Sociological Concepts on different segment to our Society
- ✓ To correlate Education & Sociology
- ✓ To be acquainted with Sociological Aspects and its importance in our educational system

CO	Course Outcomes	BT	PO
CO1	To practice democratic citizenship in everyday living to bring national and international integration	BT 3	PO 1
CO2	To respect the cultural diversity in India and understand the importance of education for bringing a positive cultural change	BT 2	PO 2
CO3	To sensitize themselves towards the concept of modernization, westernization, urbanization and globalization and take part in those.	BT 4	PO 7
CO4	To stand firm for the educational and other rights of socially backward people	BT 3,4	PO 5

**Course Materials**

**Unit-V: Economics, Politics and Policies of Education**

- Concept of economics of education, Cost-Benefit & Cost-Effective Analysis in education, educational budgeting
- Relationship between politics and education, education for political development and political socialization
- Contemporary Indian developmental policies and education



#### **Unit-VI: Social Impact**

- National integration, international understanding
- Urbanization, Sanskritization, Modernization, Globalization, Westernization with special reference to Indian society and its educational implications

#### **Unit-VII: Emerging Issues in Indian Societies**

- Equal opportunity in education, education and empowerment of marginalized: class, caste, gender and religion.
- Major social problems: concept, causes and remedies, poverty, unemployment, underprivileged (SC, ST, OBC)

#### **Unit-VIII: Indian & Western Social Thinkers**

- B K Sarkar, G S Ghurey, Radhakamal Mukherjee
- Emile Durkheim, Karl Marx, Talcott Parsons

#### **Suggested Readings:**

1. Haralambus, M. & Heald, R. M. (1975). Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
2. Marshall, Gordon (2004). A Dictionary of Sociology. New Delhi: Oxford University Press.
3. Ottaway, A. K. C. (1962). Education & Society: An Introduction to Sociology of Education. London: Routledge & Kegan Paul
4. Ruhela, S.P. (2002). Sociological Perspectives on School Education in India. New Delhi: Indian Publishers Distributors.
5. Sharma, K. L. (1964). Social Stratification & Mobility. Jaipur & New Delhi: Rawat Publications.
6. Srinivas, M. N. (1972). Social Change in Modern India. Hyderabad: Orient Longmans.



**Course: EDN/MA/204–Methodology of Educational Research & Educational Statistics– II**

**Full Marks: 70+30=100**

### **Objectives**

This will enable students:

- ✓ To comprehend about Tools and Techniques of Research
- ✓ To understand both quantitative and qualitative research oriented data
- ✓ To understand citation and reference
- ✓ To comprehend plagiarism in research
- ✓ To know about Research proposal & Research report; know briefly about Research and Publication Ethics (RPE)

CO	Course Outcomes	BT	PO
CO1	To construct and use the Tools and Techniques of Research	BT 6	PO 5,7
CO2	To make use of proper citation and reference in their own research report	BT 3,4	PO 5
CO3	To avoid plagiarism and secure originality of their work	BT 4	PO 7
CO4	To write the Research proposal & Research report and can apply the Research and Publication Ethics (RPE) in their future endeavor	BT 6	PO 5,6

### **Course Materials**

#### **Unit-V: Tools and Techniques of Research**

- Need & criteria of good research tools, concept of validity, reliability and standardization of a tool
- Tools of research tool (Rating Scale, Attitude Scale, Questionnaire, Aptitude Test and Opinionnaire, Check List, Achievement Test, Inventory), techniques of research (Observation, Interview and Projective Techniques)
- Research and Publication Ethics (RPE), concept of plagiarism and how to avoid, citation and reference: concept and styles





#### **Unit-VI: Educational Data and Descriptive Statistics**

- Scales of measurement: nominal, ordinal, interval, ratio
- Analyzing quantitative data: Descriptive analysis (measures of Central Tendency, Measures of Dispersion, measure of relative position: percentile- rank and standard scores)
- Analysis of qualitative data with emphasis on content analysis, data reduction and classification, coding, categorization; analytical induction and constant comparison; concept of triangulation

#### **Unit-VII: Probability Distribution**

- Normal Probability Curve, Correlation and Regression analysis
- Hypothesis testing: Parametric (t-test, z-test, ANOVA, ANCOVA) and Non-Parametric techniques (Chi-Square, Mann-Whitney U, Kruskal-Wallis Test, Median Test), Type I & Type II Error, one-tailed & two-tailed test, levels of significance, power of statistical test and effect size
- Concept of Multivariate Analysis: Multiple Regression, Factor Analysis, Principle Component Analysis, Structural Equation Modeling

#### **Unit-VIII: Scientific Report Writing**

- Writing research objectives, research questions, review of related literature
- Scientific writing for publication

#### **Suggested Readings:**

1. Lichtman, M. (2010). Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.
2. Sax, G. (1979). Foundations of Educational Research. New Jersey: Prentice – Hall.
3. Gall, M. D., Gall, J. P. & Borg, W. R. (2015). Applying Educational Research



- (7th ed). Pearson
4. McMillan, J. H. (2016). Fundamentals of Educational Research (7th ed). Pearson
  5. Leavy, P. (2017). Research Design. New York: The Guilford Press
  6. McMillan, J. & Schumacher, S. (2014). Research in Education: Evidence-Based Inquiry (7th ed). Edinburgh: Pearson
  7. Coe, R., Waring, M., Hedges, L. V. & Arthur, J (2017). Research Methods and Methodologies in Education (2nd ed). Sage Publications
  8. Newby, P. (2014). Research Methods for Education (2nd ed). New York: Routledge
  9. Christensen, L. B., Johnson, R. B. & Turner, L. A. (2015). Research Methods, Design and Analysis (12th ed). Pearson
  10. Cohen, L., Manion, L. & Morrison, K. (2018). Research Methods in Education (8th ed). Oxon: Routledge
  11. Schreiber, J. & Asner-Self, K. (2011). Educational Research: The Interrelationship of Questions, Sampling, Design and Analysis. John Wiley & Sons
  12. Wallen, N. E. & Fraenkel, J. R. (2011). Educational Research: A Guide to The Process (2nd ed). Taylor & Francis
  13. Creswell, J. W. & Guetterman, T. C (2019). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). New York: Pearson



**Course: EDN/MA/205– Educational Technology**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To understand the concepts of teaching, training, instruction
- ✓ To get idea about levels, stages and maxims of teaching
- ✓ To understand the concept of teaching models
- ✓ To comprehend microteaching, team teaching and phenomenal teaching

CO	Course Outcomes	BT	PO
CO 1	define and differentiate between teaching, training, instruction	BT 1	PO 5
CO 2	better adopt learning strategies as per levels of teaching	BT 3	PO5,6
CO 3	get optimum learning outcomes from different styles of teaching	BT 4	PO 6
CO 4	To practice teaching skills by using microteaching, team teaching and phenomenal teaching methods	BT 4	PO 7

**Course Materials**

**Unit-I: Applications & Resources of Educational Technology**

- Educational Technology in formal education, non-formal education, informal education, distance education and open learning systems, MOOCs
- Use of information technology in teaching-learning: CCTV, INSAT, tele & video conferencing, computer simulated multimedia approach
- Resource centers for Educational Technology – CIET, UGC, NOS, State ET Cell, AVRC, EMRC, NIST etc. and their activity for the improvement of teaching- learning processes.
- Problems and issues of implementation of educational technology: digital divide



## **Unit-II: Art & Science of Teaching**

- Modern concepts of teaching: S.M.A.R.T Teaching
- Levels of teaching memory, understanding and reflective levels
- Stages of teaching: pre-active, interactive and post-active
- Models of teaching: concept and different types

## **Unit-III: Teaching-Learning Process & Technology**

- Web 3.0: The teaching learning process from pedagogy to heutagogy
- Technology Mediated Learning, TPACK, M-Learning, Learning Management Systems, Computer Assisted Learning

## **Unit-IV: Modification of Teaching Behavior**

- Formulation of instructional objectives and task analysis
- Microteaching: meaning, characteristics, procedure, major skills and role of supervisor; simulated teaching
- Flanders' interaction analysis technique and modern development

## **Suggested Readings:**

1. Connel, R. W. (2020). Teachers' Work. Routledge
2. Dell'Olio, J. M. & Donk, T. (2007). Models of Teaching: Connecting Student Learning with Standards. California: Sage Publications
3. Joyce, B., Weil, M. & Calhoun, E. (2015). Models of Teaching (9<sup>th</sup> ed). Pearson
4. Kilbane, C. R. & Milman, N. B. (2014). Teaching Models: Designing Instruction for 21<sup>st</sup> Century learners. Pearson
5. Ewing, R. & five others (2020). Teaching: Dilemmas, Challenges and Opportunities (6<sup>th</sup> ed.). Victoria: Cengage Learning
6. Schiering, M. S., Bogner, D. & Buli-Holmberg, J. (2011). Teaching and Learning: A Model for Academic and Social Cognition. New York: Rowman & Littlefield Publishers
7. Shulman, L. S. (2004). The Wisdom of Practice. Jossey-Bass





8. Shulman, L. S. (2004). Teaching as Community Property. Jossey-Bass
9. Spector, J. M. (2016). Foundations of Educational Technology: Integrative Approaches and Interdisciplinary Perspectives (2<sup>nd</sup> Edition), London: Routledge
10. Pathak, R. P. (2012). Educational Technology, New Delhi: Pearson
11. Lloyd, L. & Barreneche, G. I. (2014). Educational Technology for the Global Village: Worldwide Innovation and Best Practices, Medford: Information Today Inc.
12. Huang, R., Spector, J. M. & Yang, J. (2019). Educational Technology: A Premier for the 21<sup>st</sup> Century, Singapore: Springer
13. Le, T. & Le, Q. (2012). Technologies for Enhancing Pedagogy, Engagement and Empowerment in Education: Creating Learning-Friendly Environments, Hersey: IGI Global
14. Herring, M. C., Koehler, M. J. & Mishra, P. (2016). Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators, New York: Routledge
15. Vries, M. J. (2018). Handbook of Technology Education. Netherlands: Springer



**Semester – III**

**Course: EDN/MA/301– Comparative Education - I**

**Full Marks: 70+30=100**

**Objectives:** This will enable students:

- ✓ To understand the concept and emergence of comparative education
- ✓ To know different aspects comparative education methods
- ✓ To know about emerging issues in SAARC countries and role of education

CO	Course Outcomes	BT	PO
CO1	To define and distinguish between different methods of comparative education	BT 4	PO 2
CO2	To explain emerging issues in light of education	BT 2	PO 6
CO3	To discuss on current trends in education across the world	BT 2	PO 6,7

**Course Materials**

**Unit-I: Comparative Education as an Emerging Discipline**

- Comparative education – meaning, nature, scope and importance
- Comparative education as an academic discipline
- Method of comparative Education –juxtaposition (Bereday model), area studies, inter educational analysis

**Unit-II: Factors of Comparative Education**

- Geographical, socio-cultural, historical
- Philosophical, economic, linguistic
- Scientific, structural and functional

**Unit-III: Emerging Issues in SAARC Countries and Role of Education**

- Problems prevailing in developing countries with special reference to India, their causes and solutions through education: poverty, unemployment, population explosion, hunger,



terrorism, illiteracy

- Human Development Index, Gender Parity Index

#### **Unit-IV: Contemporary Trends in World Education\***

- Contemporary trends in education – national and international, roles and programs of UNO in association with its various official organs in improving the quality of education among the member countries.

**\* Any other topic as prescribed**

#### **Suggested Readings:**

1. Bereday, G. Z. F (1964). Comparative Method in Education. Canada: Holt, Rinehart & Winston
2. Phillips, D. (2014). Comparative and International Education: An Introduction to Theory, Method and Practice. Bloomsbury
3. Holmes, B. (2018). Comparative Education: Some Considerations of Method. New York: Routledge
4. Hans, N. (2012). Comparative Education: A Study of Educational Factors and Traditions. New York: Routledge
5. Wolhunter, C. C. & Wiseman, A. W. (2019). Comparative and International Education: Survey of an Infinite Field. Bingley: Emerald Publishing
6. Sodhi, T. S. (2018). Textbook of Comparative Education (6<sup>th</sup> ed.). New Delhi: Vikash Publishing
7. Sharma, R. S. (2005). Comparative Perspective on Education. ABD Publisher
8. Sharma, Y. K. (2014). Comparative Education: A Comparative Study of Educational Systems. Kanishka Publishing House



**Course: EDN/MA/302– Curriculum Studies - I**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To understand Principles, Types, Components, Function and Strategies of Curriculum
- ✓ To know about different levels of educational objectives
- ✓ To comprehend principles of curriculum construction
- ✓ To get idea about various Models of Curriculum Development

CO	Course Outcomes	BT	PO
CO1	To explain the Principles, Types, Components, Functions and Strategies of Curriculum	BT 2	PO 5,6
CO2	To formulate objectives based on educational needs	BT 6	PO 6,7
CO3	To integrate principles of curriculum construction into actual curriculum preparation	BT 3	PO 5
CO4	To compare and differentiate between aims, goals, and objectives	BT 4	PO 5,6
CO5	To differentiate among various Models of Curriculum Development	BT 4	PO 6,7
CO6	To design and create a model curriculum	BT 6	PO 6,7

**Course Materials**

**Unit-I: Introduction to Curriculum Studies**

- Concept, meaning, nature and scope of curriculum
- Curriculum Studies: Importance, evolution and development
- Bases of curriculum development: Philosophical, Historical, Psychological, Sociological
- Discipline-oriented and administrative consideration





## **Unit-II: Curriculum Planning and Design**

- Meaning, characteristics, importance, phases and participants of curriculum planning
- Concept, components, sources and conceptual framework of curriculum design
- Dimensions of curriculum design: scope, sequence, continuity, integration, articulation, and balance
- Representative curriculum designs: curriculum approaches
- Principles of curriculum construction
- Models of curriculum design

## **Unit-III: Aims, Goals and Objectives, and Curriculum**

- Aims, goals and objectives
- Relationship and differences among aims, goals and objectives
- Essence/place/importance of aims, goals and objectives in curriculum
- Types of Educational and instructional objectives
- Guidelines for formulation of educational and instructional objectives
- Bloom's Taxonomy and Revised Bloom's Taxonomy

## **Unit-IV: Curriculum Development**

- Meaning and concept of curriculum development
- Components of curriculum development
- Approaches of curriculum development: Technical-Scientific and Nontechnical-Nonscientific
- Models of curriculum development: Bobbit's model, Tylar's model, Taba's model, Hunkin's decision making model, Glathon's naturalistic model, Deliberation model, Demonstration model, System Analysis model

### **Suggested Readings:**

2. Beane, J.A., Conrad, E.P. Jr. & Samuel, J.A. (1986). Curriculum planning and development. Boston: Allyn & Bacon.
3. Bhalla, N. (2007). Curriculum Development. Author Press. Delhi. India.



4. Brady, L. (1995). Curriculum development. New Delhi: Prentice Hall.
5. Doll, R.C. (1996). Curriculum development: Decision-making and process. Boston: Allyn & Bacon.
6. Doll, W.E. (1993). A postmodern perspective on curriculum. New York, Teachers College Press.
7. Krug, E.A. (1956). Curriculum planning. New York: Harper and Row Publishers.
8. Oliva, P.F., Taylor, R. T. & Gordon, W. R. (2019). Developing the curriculum (9<sup>th</sup> ed). New York: Pearson
9. Ornstein, A.C. & Hunkins, E (2018). Curriculum, Foundations, Principles and Issues (7<sup>th</sup> ed). Pearson.
10. Pratt, D. (1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc.
11. Saylor, J.G., Alexander, W.M. & Lewis, A.J.(1981). Curriculum planning for better teaching and learning. New York: Holt Rinehart & Winston.
12. Slattery, P. (1995). Curriculum Development in the postmodern era. New York, Garland.
13. Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.
14. Walker, D.F. (2003). Fundamentals of Curriculum. Lawrence Erlbaun Associates, Publishers. New Jersey.
15. Chauhan, S. S. (1993), Innovations in the Teaching Learning Process, Vikas Publishing House, New Delhi.
16. Arora, G. L. (1984). Reflections on Curriculum, NCERT, New Delhi.
17. Ciddldwood, D. & Burton, N. (2010). Managing the Curriculum, Sage Publications, New Delhi.
18. Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2009) Curriculum Leadership: Strategies for Development and Implementation, Sage Publications, New Delhi.
19. Julian, C. S. & Kenneth, D. H. (1978). Education and Evaluation, Prentice Hall of India, New Delhi.



**Elective Papers**

**Course: EDN/MA/303-1– Educational Measurement and Evaluation - I**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To understand the concepts of measurement and evaluation
- ✓ To know the common evaluation methods in education
- ✓ To understand different tests and their preparation techniques
- ✓ To know tools and techniques of measurement
- ✓ To comprehend current trends and practices relating to evaluation in education

CO	Course Outcomes	BT	PO
CO1	To compare between different measurement and evaluation strategies	BT 4	PO 5,6
CO2	To apply different scales of measurement in their everyday practices	BT 3	PO 5,7
CO3	To classify and compare different approaches of educational evaluation	BT 4	PO 5,6
CO4	To differentiate between standardized and non-standardized tests	BT 4	PO 6,7
CO5	To formulate instructional objectives and learning outcomes	BT 6	PO 6,7
CO6	To identifies uses and limitations of different tools and techniques of educational and psychological measurement and evaluation	BT 4	PO 5,6,7

**Course Materials**

**Unit-I: Introduction to Measurement and Evaluation**

- Meaning, Nature, Scope, Need for and Importance of Tests, Measurement, Assessment and Evaluation
- Functions of Measurement and Evaluation
- Scales of Measurement and their Levels
- Types of Measurement- Direct, Indirect and Relative



### **Unit-II: Relationship among assessment and evaluation**

- Interrelation and differences among Test, Measurement, Assessment and Evaluation
- Types of Tests- Objectives and subjective, power test and speed test, NRT and CRT, Teacher made test and Standardized test
- Assessment for Learning and Assessment of Learning
- Approaches of Evaluation- Placement, Formative, Diagnostic and Summative

### **Unit-III: Instructional Objectives and Learning Outcomes**

- Concept and Importance of Educational and Instructional Objectives and Learning Outcomes
- Formulation of Instructional objectives and Learning Outcomes
- Taxonomy of Educational Objectives: Bloom's Taxonomy and Revised Bloom's Taxonomy

### **Unit-IV: Tools and Techniques of Measurement and evaluation**

- Concept and Importance, and Classification of Tools and Techniques of Educational Measurement and evaluation; and difference between Tools and Techniques; and Types of Tools and Techniques
- Tools- Questionnaire, Schedule, Rating Scale, Check list, Tests, Inventories
- Techniques- Observation, Interview, and Projective techniques

### **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





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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
7. Students Achievement (5th ed). Pearson
8. Schofield, H. (2020). Assessment and Testing: An Introduction. Routledge
9. Tan, K. H. K. (2020). Assessment Rubrics Decoded: An Educator's Guide.
10. Routledge





# MATS UNIVERSITY, मैट्स विश्वविद्यालय

## SCHOOL OF EDUCATION



**Course: EDN/MA/303-2– Teacher Education - I**

**Full Marks: 70+30=100**

### Objectives

This will enable students:

- ✓ To understand the meaning, scope, objectives of teacher education and its development in India.
- ✓ To acquainted with different agencies of teacher education India and their roles and functions.
- ✓ To acquainted with the various aspects of student-teaching program , prevailing in the country.

CO	Course Outcomes	BT	PO
CO1	To identify need of teacher preparation program at different level	BT 2	PO 2
CO2	To critically discuss the report of various commissions relating to teacher preparations	BT 4	PO 3
CO3	To follow different instructional designs and apply them for preparing their own presentations	BT 4	PO 4,5

### Course Materials

#### Unit-I: Basics of Teacher Education

- Concept, need for and scope of teacher education, teacher education in a changing society
- Recommendations of various commissions on teacher education in post-independence era with special reference to NCFTE (2009), Justice Verma Committee Report and New Education Policy (2020)

#### Unit-II: Knowledge Base of Teacher Education

- Understanding Knowledge base of Teacher Education from the viewpoint of Shulman,



Deng and Luke & Habermas

- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
- Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

### **Unit-III: Perspectives on Teacher Education**

- Organization of components of pre-service teacher education transactional approaches (for foundation courses) expository, collaborative and experiential learning
- Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education

### **Unit-IV Teaching as a Profession :**

- Professional organizations for various levels of teacher and their role;
- Performance appraisal of teachers, faculty improvement; programme for teacher education.

### **Suggested Readings:**

1. Kumar, P. & Wiseman, A. W. (2021). Teacher Quality and Education Policy in India. London: Routledge
2. Roy, K. (2019). Teachers and Teaching: Time and the Creative Tension. Switzerland: Springer Nature
3. Roy, K. (2003). Teachers in Nomadic Spaces: Deleuze and Curriculum. International Academic Publishers
4. Shulman, L. S. (2004). The Wisdom of Practice. Jossey-Bass
5. Shulman, L. S. (2004). Teaching as Community Property. Jossey-Bass
6. Karaman, A. C. & Edling, S. (2021). Professional Learning and Identities in teaching: International Narratives of Successful teachers. New York: Routledge
7. Connel, R. W. (2020). Teachers' Work. Routledge
8. Aggarwal, J. C. (2009). Teacher and Education in a Developing Society. New Delhi: Vikas Publishing house Pvt. Ltd



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9. Saxena N. R. (2003): Teacher Education. Meerut: Lall Book Depot.
10. Sharma S. P. (2003). Teacher Education: Principles Theories and Practices, Aspects of Teacher Education. New Delhi: Kanishka Publishers Distributors.
11. Martin, C. & Polly, D. (2017). Handbook of Research on Teacher Education and Professional Development, Hersey: IGI Global







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## SCHOOL OF EDUCATION



**Course: EDN/MA/303-3– Educational Management and Administration - I**

**Full Marks: 70+30=100**

### Objectives

This will enable students

- ✓ To understand the educational administration and its significance in educational management
- ✓ To know the organization and its relevant issues
- ✓ To understand supervision and elaborate the importance of it in the educational administration

CO	Course Outcomes	BT	PO
CO1	To explain the need of good administration for educational growth and development	BT 2	PO 2
CO2	To differentiate between different types of organization and supervision style	BT 4	PO 3
CO3	To analyze the functions of different apex bodies relating to education in India	BT 4	PO 3,4
CO4	To identify the various types of inspection and critical monitoring	BT 2	PO 5

### Course Materials

#### Unit-I: Educational Management

- Meaning and nature, importance, scope
- Relationship among management, administration, supervision and planning
- Types of educational management: centralized vs. decentralized, bureaucratic vs. technocratic, autocratic vs. democratic



### **Unit-II: Educational Administration**

- Meaning and nature, importance, scope
- Decision making, Organizational Development, Program Evaluation and Review of Techniques (PERT), POSDCORB
- Administrative responsibilities of central & state Govt. in education – CABE, UGC, NUEPA, NCERT, SCERT

### **Unit-III: Educational Planning**

- Meaning, nature and scope of and approaches to educational planning
- Concept of educational supervision and its scope
- Functions, planning, organizations and implementations of supervisory programs

### **Unit-IV: Educational Supervision**

- Supervision as a process and a function;
- Supervision as educational leadership;
- Traditional Vs. Modern Supervision ;
- Functions of Supervision ; Planning and Supervisory programme;
- Organising supervisory programme; Implementing Supervisory Programme; Implementing Supervisory programme.

### **Suggested Readings:**

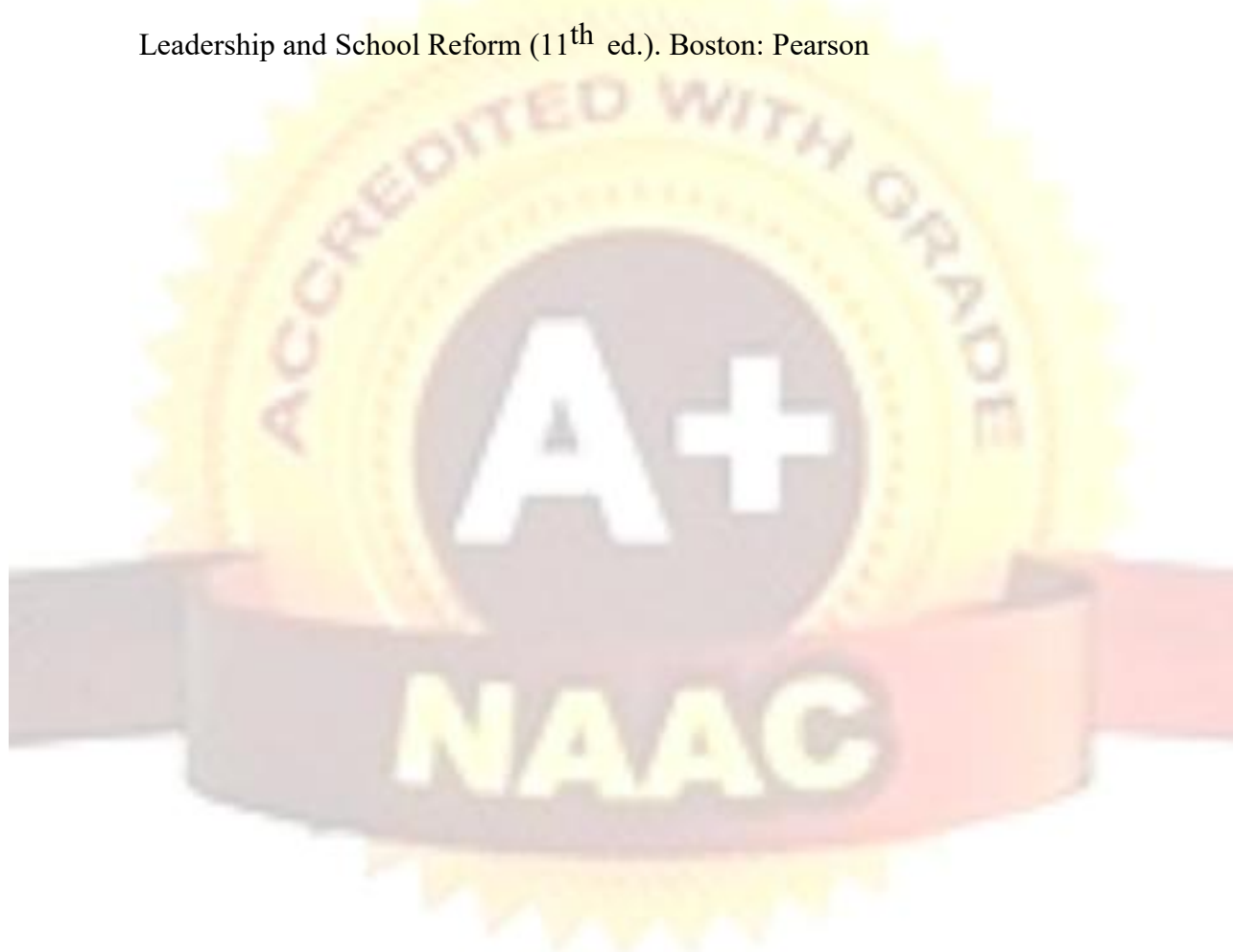
1. Razik, T. A. & Swanson, A. D. (2010). Fundamental Concepts of Educational Leadership and Management (3<sup>rd</sup> ed). Allyn & Bacon
2. Bhagia, N. M. (1990). Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
3. Bush, T. (1986). Theories of educational management. London: Harper & Row Publishers.
4. Mukhopadhyay, M. (2020). Total Quality Management in Education (3<sup>rd</sup> ed). New Delhi: Sage Publications.



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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. Roger, S. (1995). Successful School Management. Mc-Graw Hill, Tokyo.
8. Ronald, C. F., et al; (1987). A History of thought and Practice in educational administration. New York: Teachers College Press.
9. Robbins, S. P. (2018). Organizational Behaviour (18<sup>th</sup> ed.). New York: Pearson
10. Owens, R. G. & Valesky, T. C. (2015). Organizational Behaviour in Education: Leadership and School Reform (11<sup>th</sup> ed.). Boston: Pearson





**Course: EDN/MA/304 – Dissertation**

**Full Marks: 100 (Internal)**

### **Objectives**

This will enable students to

- ✓ To develop positive attitude towards the educational research
- ✓ To identify research problem/topic
- ✓ To formulate research questions, objectives, hypotheses etc.
- ✓ make research design or actual plan of work
- ✓ To apply techniques of field survey and collecting information from different sources
- ✓ To analyze data/information quantitatively and/or qualitatively and to
- ✓ To interpret that
- ✓ To prepare documentation of the research report.

### **Activities**

- Dissertation Synopsis/Proposal presentation seminar with project title, significance of the study, brief review of related studies, research question/objectives/hypotheses study design and/or probable analysis (50 marks, to be examined by the faculty member)
  - Project submission seminar for critical, technical and academic discussion with the worked-out project (50 marks, to be examined by the faculty members).
- N.B: Dissertation will start in Third Semester and continue till Forth Semester.**





**Semester – IV**

**Course: EDN/MA/401– Comparative Education - II**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To acquaint the student with educational systems in terms of factors and approaches of comparative education
- ✓ To orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries
- ✓ To understand the need and advances of research in comparative education

CO	Course Outcomes	BT	PO
CO1	To compare among different aspects of education systems across the world	BT 4	PO 2
CO2	To identify potential development areas in aspects of our education system	BT 2	PO 4
CO3	To practice innovative educational methods of different countries	BT 3	PO 4

**Course Materials**

**Unit-V: Comparative study of Primary education\***

- Primary education in USA, UK, Finland, Germany and Japan And their comparative analysis with reference to India

**Unit-VI: Comparative study of Secondary education\***

- Secondary education in USA, UK, Finland, Germany and Japan (Aims of education, curriculum, instruction methods, evaluation system) and their comparative analysis with reference to India

**Unit-VII: Comparative study of Higher education\***

- Higher education in USA, UK, Finland, Germany and Japan



- Teacher education in USA, UK, Finland, Germany and Japan and their comparative analysis with reference to India

**Unit-VIII: Comparative study of Extension of Education\***

- Adult education – China, Cuba and Brazil
- Distance and continuing education – Australia and UK and their comparative analysis with reference to India
- Need for research in Comparative Education

**Suggested Readings:**

1. Bereday, G. Z. F (1964). Comparative Method in Education. Canada: Holt, Rinehart & Winston
2. Phillips, D. (2014). Comparative and International Education: An Introduction to Theory, Method and Practice. Bloomsbury
3. Holmes, B. (2018). Comparative Education: Some Considerations of Method. New York: Routledge
4. Hans, N. (2012). Comparative Education: A Study of Educational Factors and Traditions. New York: Routledge
5. Wolhunter, C. C. & Wiseman, A. W. (2019). Comparative and International Education: Survey of an Infinite Field. Bingley: Emerald Publishing
6. Sodhi, T. S. (2018). Textbook of Comparative Education (6<sup>th</sup> ed.). New Delhi: Vikash Publishing
7. Sharma, R. S. (2005). Comparative Perspective on Education. ABD Publisher
8. Sharma, Y. K. (2014). Comparative Education: A Comparative Study of Educational Systems. Kanishka Publishing House



**Course: EDN/MA/402– Curriculum Studies - II**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To get idea about various Models of Curriculum Design
- ✓ To figure out about Curriculum Transaction
- ✓ To know the approaches and Models of Curriculum Evaluation
- ✓ To comprehend about Curriculum Change & Scope of Curriculum Research

CO	Course Outcomes	BT	PO
CO1	To differentiate among various Models of Curriculum Design	BT 4	PO 3
CO2	To transact the Curriculum through Instructional System & Instructional Media	BT 3	PO 2
CO3	To have a clear understanding over Evaluation of Curriculum & Models of Curriculum Evaluation	BT 2	PO 4
CO4	To identify the Curriculum Change and can acknowledge the Role of Students, Role of Teachers and Role of Educational Administration in Curriculum Change as well as the Scope of Curriculum Research	BT 4	PO 4
CO5	To analyze textbook and other curriculum materials	BT 4	PO 5
CO6	To critically analyze several policies and recommendations of several committees and commissions concerning curriculum	BT 4	PO 5
CO7	To identify challenges and opportunities of our curricular practices	BT 5	PO 6
CO8	To construct and suggest own curriculum evaluation model	BT 6	PO 7

**Course Materials**

**Unit-V: 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
- Teacher as curriculum practitioner
- Concept and factors, and approaches of curriculum change

#### **Unit-VI: Curriculum Evaluation**

- Concept, and Characteristics, scope and importance of curriculum evaluation
- Approaches of Curriculum Evaluation
- Models of Curriculum Evaluation
- Participants in Curriculum Evaluation
- Models of curriculum evaluation: Congruence-contingency, CIPP
- Curriculum support materials and its evaluation

#### **Unit-VII: Policy Perspectives of Curriculum**

- Policy perspectives of curriculum- Concept and importance
- Levels of policy planning
- Personnel involved in formulating curriculum policy
- Recommendations of various commission and committees for curriculum reforms in India
- National Curriculum Frameworks (NCFs)

#### **Unit-VIII: Trends and Issues in Curriculum**

- Issues of curriculum
- Problems and challenges of textbook and other curriculum supportive materials
- Research trends in curriculum
- Future directions for curriculum

#### **Suggested Readings:**

1. Arora, G. L. (1984). Reflections on Curriculum, NCERT, New Delhi.
2. Ciddldwood, D. & Burton, N. (2010). Managing the Curriculum, Sage Publications,





New Delhi.

3. Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2009) Curriculum Leadership: Strategies for Development and Implementation, Sage Publications, New Delhi.
4. Julian, C. S. & Kenneth, D. H. (1978). Education and Evaluation, Prentice Hall of India, New Delhi.
5. Ornstein, A.C. & Hunkins, E (2018). Curriculum, Foundations, Principles and Issues (7<sup>th</sup> ed). Pearson.
6. Pratt, D. (1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc.
7. Saylor, J.G., Alexander, W.M. & Lewis, A.J.(1981). Curriculum planning for better teaching and learning. New York: Holt Rinehart & Winston.
8. Slattery, P. (1995). Curriculum Development in the postmodern era. New York, Garland.
9. Stufflebeam, D. L. & Zhang, G. (2017). The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability. London: The Guilford Press
10. Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.
11. Walker, D.F. (2003). Fundamentals of Curriculum. Lawrence Erlbaun Associates, Publishers. New Jersey.



**Elective Papers**

**Course: EDN/MA/403-1– Educational Measurement and Evaluation - II**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To understand the test construction
- ✓ To know different tests and their preparation techniques
- ✓ To comprehend tools and techniques of measurement
- ✓ To get idea about current trends and practices relating to evaluation in education

CO	Course Outcomes	BT	PO
CO1	To compare between different measurement and evaluation strategies	BT 4	PO 4
CO2	To apply different scales of measurement in their everyday practices	BT 3	PO 4,5
CO3	To differentiate between standardized and non-standardized tests	BT 4	PO 5
CO4	To develop achievement test, objective test, MCQ, questionnaire, interview schedule	BT 6	PO 5,6
CO5	To analyze and compare educational evaluation practices of different countries around the world	BT 4	PO 6,7

**Course Materials**

**Unit-V: Construction of Measurement Tools and Instruments**

- Concept and importance of test construction
- General Principles and Steps of Measuring Tool Construction: Planning, Preparation, Tryout and Evaluation (Difficulty value, Discriminating index and Distractor analysis)
- Construction of Educational and Achievement Test (Teacher made and Standardized; Objective Type and Essay Type Test Items; and NRT-CRT)
- Construction and Standardization of Psychological Tests and Measuring Instruments



#### **Unit-VI: Characteristics of a Good Measuring Instrument**

- Validity, types and process of ensuring validity
- Reliability, types and process of ensuring reliability
- Objectivity
- Norms, types and process of establishing norms
- Usability

#### **Unit-VII: Recent Trends & Policy**

- Examination Reform Policies
- Commission and Committee Reports on Evaluation System in India
- Evaluation Practices in Selected Countries- India, USA, UK, China, Finland, Germany, Singapore, Australia
- Research Trends in Measurement and Evaluation

#### **Unit-VIII: Evaluation Systems**

- 3D Model, Total Reflective Model, Individual Judgment Model, and CIPP Model
- Innovations in Evaluation System- Grading System, Continuous and Comprehensive Evaluation, Learning Outcome-based Evaluation, Semester System, Credit System, Rubrics, Portfolio, Grading and reporting, Open-book Examination System, Proctoring, Use of ICT in Evaluation
- Problems and Issues in Our Present Evaluation system

#### **Suggested Readings:**

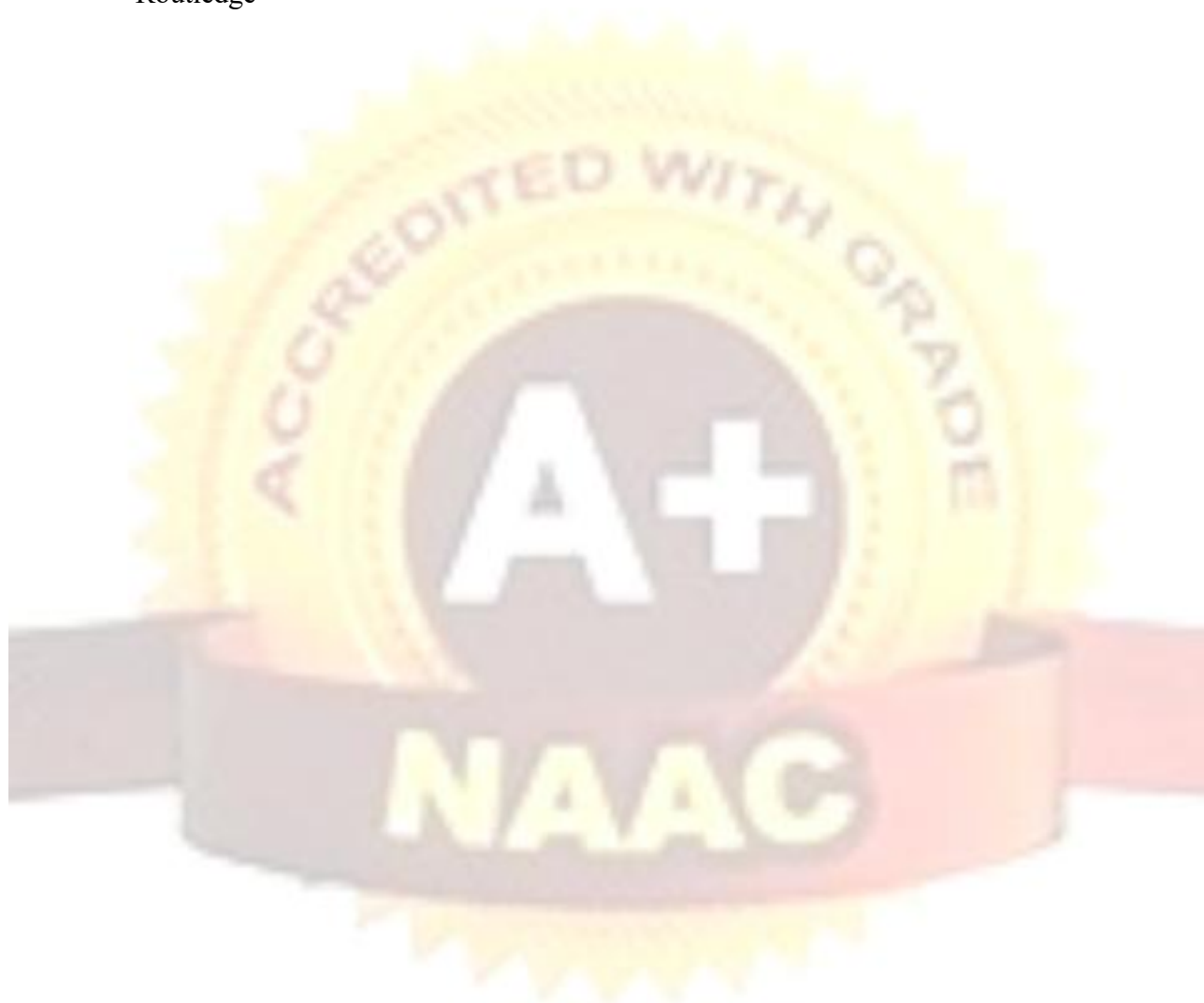
1. Thorndike, R. M. & Thorndike-Christ, T. (2014). Measurement and Evaluation in Psychology and Education (8th ed). Pearson
2. Mehrens, W. A. & Lehmann I. J. (1991). Measurement and Evaluation in Education and Psychology (4th ed). Wadsworth Thomson Learning
3. Wells, C. S. & Faulkner-Bond, M. (2016). 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



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5. Kember, D. & Ginns, P. (2012). Evaluating Teaching and Learning. Routledge
6. Brady, L. & Kennedy, K. (2019). Assessment and Reporting: Celebrating
7. Students Achievement (5th ed). Pearson
8. Schofield, H. (2020). Assessment and Testing: An Introduction. Routledge
9. Tan, K. H. K. (2020). Assessment Rubrics Decoded: An Educator's Guide. Routledge







**Course: EDN/MA/403-2– Teacher Education - II**

**Full Marks: 70+30=100**

**Objectives**

This will enable students:

- ✓ To understand the meaning, scope and types of teaching models
- ✓ To acquainted with different approaches to teaching evaluation
- ✓ To know about various aspects of issues relating to teacher education program s in India

CO	Course Outcomes	BT	PO
CO1	To identify effectiveness of teaching models at different level	BT 1	PO 4,5
CO2	To critically discuss the teaching evaluation approaches	BT 4	PO 5,6
CO3	To Explore different possibilities for research in the area of teacher education	BT 5	PO 6,7

**Course Materials**

**Unit-V: Teacher Education Curriculum**

- Structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE at elementary, secondary and higher secondary level
- Patterns of student teaching: school internship, block teaching
- Techniques of teachers' training & student-teacher evaluation with special reference to core teaching, simulated teaching, microteaching, interaction analysis

**Unit-VI: Trends and Issues in Teacher Education**

- Innovative practices in the pedagogical process of teacher education with special reference to teaching effectiveness and school effectiveness
- Modification of teaching behaviour, preparing teachers for inclusive schools
- Problems of implementation of quality teacher education in India with special reference to teacher quality discourse



### **Unit-VII: Professional Development of Teachers**

- Concept of profession, professionalism and teaching as a profession
- Objectives of professional development of teachers: short and long-term courses, performance appraisal of teachers
- Personal and contextual factors affecting teacher development, ICT integration, quality enhancement for professionalization of teacher education, innovation in teacher education

### **Unit-VIII: Current Problems**

- Teacher education and practicing schools.
- Teacher- education and Community.
- Teacher education and other institution.
- Teacher -education and non-formal education.

### **Suggested Readings:**

1. Kumar, P. & Wiseman, A. W. (2021). Teacher Quality and Education Policy in India. London: Routledge
2. Roy, K. (2019). Teachers and Teaching: Time and the Creative Tension. Switzerland: Springer Nature
3. Roy, K. (2003). Teachers in Nomadic Spaces: Deleuze and Curriculum. International Academic Publishers
4. Shulman, L. S. (2004). The Wisdom of Practice. Jossey-Bass
5. Shulman, L. S. (2004). Teaching as Community Property. Jossey-Bass
6. Karaman, A. C. & Edling, S. (2021). Professional Learning and Identities in teaching: International Narratives of Successful teachers. New York: Routledge
7. Connel, R. W. (2020). Teachers' Work. Routledge
8. Aggarwal, J. C. (2009). Teacher and Education in a Developing Society. New Delhi: Vikas Publishing house Pvt. Ltd
9. Saxena N. R. (2003): Teacher Education. Meerut: Lall Book Depot.



**Course: EDN/MA/403-3– Educational Management and Administration - II**

**Full Marks: 70+30=100**

**Objectives:** This will enable students:

- ✓ To understand different theories of educational management
- ✓ To know the importance of planning and finance in education
- ✓ To get idea of different concepts relating to educational organizations

CO	Course Outcomes	BT	PO
CO1	To analyze and apply theories of educational management in various contexts	BT 2	PO 4,5
CO2	To critically discuss national and international policies relating to educational planning and finance	BT 3	PO 5,6
CO3	To explain the issues in different type of educational organizations	BT 4	PO 6,7

### **Course Materials**

#### **Unit-V: Leadership in Educational Administration:**

- Meaning and nature of Leadership,\
- Theories of Leadership, Style of leadership,
- Measurement of Leadership.

#### **Unit-VI: Theories and Modern Techniques of Management**

- X, Y and Z theories of management
- Total Quality Management, SWOT analysis
- Planning Programming and Budgeting Systems (PPBS)

#### **Unit-VII: Planning and Finance in Education**

- Meaning and need of educational planning, approaches to educational planning and planning techniques
- Role of pupil, teachers and principal of the intuition in planning



- Educational finance: meaning, nature and source of income and item expenditure

### **Unit-VIII: Educational Organizations**

- Concept, nature, types and characteristics of educational organizations
- Process of organizational change and organization as change agents
- Conflicts: concept, nature, types and strategies for conflict management in educational organizations

### **Suggested Readings:**

1. Kellermen, B. (1985). Leadership Multidisciplinary Perspectives. New Jersey: Prentice Hall
2. Razik, T. A. & Swanson, A. D. (2010). Fundamental Concepts of Educational Leadership and Management (3<sup>rd</sup> ed). Allyn & Bacon
3. Bhagia, N. M. (1990). Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
4. Bush, T. (1986). Theories of educational management. London: Harper & Row Publishers.
5. Mukhopadhyay, M. (2020). Total Quality Management in Education (3<sup>rd</sup> ed). New Delhi: Sage Publications.
6. Naik, J. P. (1965). Educational Planning in India. New Delhi: Allied.
7. Naik, J. P. (1982). The Educational Commission & After. New Delhi: Allied.
8. Roger, S. (1995). Successful School Management. Mc-Graw Hill, Tokyo.
9. Ronald, C. F., et al; (1987). A History of thought and Practice in educational administration. New York: Teachers College Press.
10. Robbins, S. P. (2018). Organizational Behaviour (18<sup>th</sup> ed.). New York: Pearson
11. Owens, R. G. & Valesky, T. C. (2015). Organizational Behaviour in Education: Leadership and School Reform (11<sup>th</sup> ed.). Boston: Pearson





**Course: EDN/MA/404– Dissertation**

**Full Marks: 100 (External)**

### **Objectives**

This will enable students to

- ✓ To develop positive attitude towards the educational research
- ✓ To identify research problem/topic
- ✓ To formulate research questions, objectives, hypotheses etc.
- ✓ make research design or actual plan of work
- ✓ To apply techniques of field survey and collecting information from different sources
- ✓ To analyze data/information quantitatively and/or qualitatively and to
- ✓ To interpret that
- ✓ To prepare documentation of the research report.

### **Activities**

- Dissertation report (50 marks to be examined by the external expert and the supervisor, the average of these two marks shall constitute the final marks on the report part)
- Viva-voce examination (50 marks, to be examined jointly by supervisor, HOD and external expert).