

# TEZPUR UNIVERSITY

Napaam, Tezpur 784028.  
Assam



## TWO YEAR M. A. (Education) PROGRAM

### COURSE STRUCTURE AND SYLLABUS

*Syllabi of the Education courses prepared on the basis of the UGC updated curricula in education a framework, new curriculum Framework for Education, NCFTE, 2009 and NCTE (Recognition Norms and Procedure) Regulation 2014*

## **PREAMBLE**

Master of Arts (Education) Programme is aimed at developing professionals for effective participation in educational actions in different areas of education. The Programme is an innovative Post-Graduate programme in education, which emphasises both disciplinary and professional dimensions of education as an area of study. The Master of Arts (Education) Programme is an innovative programme, which would learners a wider and more comprehensive understanding of education as a field of knowledge and would accommodate a wide variety of learner needs. Needs may range from understanding the concept of education to knowing how knowledge gets generated in the area of education and to acquiring higher level of specific aspects of education. The target group is a Graduate with or without a degree in education. Apart from the theoretical courses, a student is required to submit a research report in the form of a dissertation. The two year programme spread over four semesters. Syllabi of the Education courses prepared on the basis of the UGC updating curricula in education a framework, New curriculum Framework for Education, NCFTE, 2009 and NCTE (Recognition Norms and Procedure) Regulation 2014.

## Details of the Program

### Two Year M. A. Education

1. Name of the Program	Two Year M. A. (Education)
2. Name of the Degree	M. A. (Education)
3. Eligibility for Admission	45% marks at graduation level, Graduate in Education (major / honors) or any Other discipline.
4. Intake	35
5. Nature of the programme	Post-Graduate programme in Education
6. Duration of the programme	Minimum: 4 semesters Maximum: 8 semesters
7. Admission procedure	Admission on the basis of the performance in the all India Entrance Examination held by the Tezpur University Entrance Examination Board in different parts of the country.
8. Mode of Transaction of the Curriculum	For transacting the curriculum and for providing adequate learning experiences the modes usually adopted by the University for other academic programmes will be adopted. These include the following: <ol style="list-style-type: none"><li>1. Lecture-cum-discussion class of one hour duration.</li><li>2. Tutorial classes</li><li>3. Group activity</li><li>4. Guided reading in the Library to be followed by oral/written presentation.</li><li>5. Written assignments, writing of term papers</li><li>6. Seminars</li><li>7. Case study</li></ol>
9. Mode of Assessment and Evaluation	The University has a uniform system of continuous assessment and follows the relative grading system. These will also be applicable to the Integrated M. A. (Education) Programme too. The tools for continuous assessment are: class tests (with objective type, short-answer type and essay type questions), written assignments, and writing of term papers, guided library work followed by oral/written presentation, practical/performance tests and seminars. <ul style="list-style-type: none"><li>• An end-term test is also held.</li><li>• The ratio of weightage given to continuous assessment and End-Term Test is 70:30.</li></ul> The details are available in the Academic Regulations

## COURSE STRUCTURE FOR M. A. EDUCATION PROGRAMME

**Total Credit: 80**

### First Semester

	Course Code	Course Name	Credit (CR)
Paper I	MA101	Philosophy of Education	4 credits
Paper II	MA102	Psychology of Education	4 credits
Paper III	MA103	Methodology of Educational Research	4 credits
Paper IV	MA104	Educational Technology	4 credits
Paper V		CBCT Elective I	3 Credits
<b>Total Credit</b>			<b>19 Credits</b>

### Second Semester

Paper I	MA201	Sociology of Education	4 credits
Paper II	MA202	Measurement & Evaluation in Education	4 credits
Paper III	MA203	History and contemporary Issues in Indian Education	4 credits
Paper IV		Optional ( Any One)	4 credits
	MA204	1) Educational Administration, Planning and Financing	
	MA205	2) Education for special needs children	
Paper V		CBCT Elective II	3 Credits
	ED113	Elective foundation: Professionalism in Teacher Education	3 Credits
<b>Total Credit</b>			<b>22 Credits</b>

### Third Semester

Paper I	MA301	Curriculum studies	4 credits
Paper II	MA302	Statistics in Education	4 credits
Paper III	MA303	Teacher Education	4 credits
Paper IV		Optional ( Any One)	4 credits
	MA304	1) Educational Guidance and counselling	
	MA305	2) Open and Distance Learning	
Paper V		CBCT Elective III	3 Credits
<b>Total Credit</b>			<b>19 Credits</b>

### Fourth Semester

Paper I	MA401	Comparative Education: National and International perspective	4 credits
Paper II	MA402	Principles and Techniques of Teaching	4 credits
Paper III	MA403	Practical work	3 credits
Paper IV	MA404	Dissertation	6 credits
Paper V		CBCT Elective IV	3 Credits
<b>Total Credit</b>			<b>20 Credits</b>

### Semester-wise distribution of credits:

First Semester	19 credits
Second Semester	22credits
Third Semester	19 credits
Fourth Semester	20 credits
Total Credits	80Credits

## Detail Course Structure of M.A. in Education Programme

Course Code	Title	L T P	CH	CR
<b>Semester I</b>				
MA101	Philosophy of Education	4 0 0	4	4
MA102	Psychology of Education	3 0 1	5	4
MA103	Methodology of Educational Research	4 0 0	4	4
MA104	Educational Technology	4 0 0	4	4
<b>Semester II</b>				
MA201	Sociology of Education	4 0 0	4	4
MA202	Measurement and Evaluation of Education	4 0 0	4	4
MA203	History and Contemporary issues of Education	4 0 0	4	4
MA204	Educational Administration, Planning and Financing	4 0 0	4	4
MA205	Education for Special Need Children	4 0 0	4	4
ED113	Elective Foundation: Professional in Teacher Education	3 0 0	3	3
<b>Semester III</b>				
MA301	Curriculum Studies	4 0 0	4	4
MA302	Advance Statistics in Education	4 0 0	4	4
MA303	Teacher Education	4 0 0	4	4
MA304	Educational Guidance and Counselling	4 0 0	4	4
MA305	Open and Distance Learning	4 0 0	4	4
<b>Semester IV</b>				
MA401	Comparative Education: National and International perspectives	4 0 0	4	4
MA402	Principles and Techniques of Teaching	4 0 0	4	4
MA403	Practical work	0 0 3	6	3
MA404	Dissertation	0 0 6	12	6

**Total Credit (19+21+19+21)** : **80**  
**Education** : **65**  
**CBCT (Choice Based Credit Transfer)** : **15**

## **SEMESTER I**

### **MA101 Philosophy of Education**

#### **Course Objectives:**

The students will be able -

- 1) To understand the basics of philosophy and philosophy of education.
- 2) To define the concept of Education and Philosophy and explain the relationship between them
- 3) To develop understanding in terms of core aspects of philosophy of education
- 4) To understand basic branches and analytic faculty on philosophy and educational implications
- 5) To describe the contribution of various Indian and Western Schools of Philosophy to the fields of Education
- 6) To develop critical awareness of philosophy and understanding education as systems, process and product with respect to philosophy

#### **Unit1. Introduction to Philosophy of Education**

- a) Relationship between Education and Philosophy
- b) Meaning, Nature and Scope of Philosophy of Education
- c) Functions of Philosophy of Education
- d) Aims of Education in Relation to Philosophy of Life
- e) Basic branches of philosophy
  - (1) Metaphysics
  - (2) epistemology
  - (3) Axiology

#### **Unit2. Knowledge, Reality and Values**

- a) Meaning, Nature and Sources of knowledge
- b) Meaning of Reality
- c) Values: Meaning and Hierarchies of Values,
- d) National values as enshrined in Indian Constitution and their Educational Implications

#### **Unit3. Philosophical Approaches in Education**

- a) Indian Philosophies of Education: Sankhya, Vedanta, Buddhism, Jainism, Islamic, Christian Philosophy
- b) Western Philosophies of Education: Idealism, Naturalism, Pragmatism, Realism, Logical Positivism, Existentialism and Dialectical Materialism.

## **Unit4. Modern Concept of Philosophy**

- (a) Analysis- Logical analysis
- (b) Logical empiricism
- (c) Positive relativism
- (d) Contributions of philosophers
  1. Indian Philosophers: Vivekananda, Tagore, Gandhi, Aurobindo and J. Krishnamurty
  2. Western Philosophers: Rousseau, Russell, Paulo Freire, John Dewey

### **Text Books:**

1. Connor, D. J.; Introduction to the Philosophy of Education. Routledge and Kegan Paul. London.
2. Kabir, H.: Indian Philosophy of Education, Asia Publishing House, . New Delhi, 1964.

### **Reference Books:**

1. John Quay & Jayson Seaman, 2013. John Dewey and Education outdoors, sense publishers, Europe.
2. Nel Noddings. 2011. Philosophy of Education. West view Publisher.
3. Moore. T.W. (2010). Philosophy of Education. Routledge, London.]



## **MA102 Psychology of Education**

### **Course Objectives:**

The students will be able to

- a) Understand concept and process of educational psychology as an applied science.
- b) Acquaint with the process of growth and development.
- c) Understand the meaning and concepts of individual differences.
- d) Appreciate the growth and development of the learner with special reference to later childhood and adolescent stage and its importance in the learning process.
- e) Acquainted with the nature, extent and causes of individual differences intelligence, creativity, motivation, personality and mental health and adjustment among learners and caters for the educational needs to various types of children.
- f) Understand implications of psychological theories of learning and motivation.
- g) Understand different theoretical perspectives on learning and get acquainted with psychological principles and techniques to facilitate learning.
- h) Appreciates the contribution of psychology in the class room situation.

### **Unit1. Educational Psychology as Applied Field of Psychology**

- a) Introduction to Educational Psychology as Applied field
- b) Scope and Nature of Educational Psychology
- c) Methods of Educational Psychology
- d) Growth and Development -Physical, Mental, Emotional, Social, Moral.
- e) Individual Differences: Intrapersonal and Interpersonal
- f) Determinants: Role of heredity and environment in developing individual differences.

### **Unit2. Intelligence and Creativity**

- a) Concept of Intelligence
- b) Theories of Intelligence: Guilford's Structure of Intellect; Piaget's Theory of Cognitive development, Gardner's theory of Multiple Intelligence
- c) Emotional, social and spiritual Intelligence
- d) Concept of Creativity
- e) Relationship between Creativity and Intelligence
- f) Assessment of intelligence and creativity

### **Unit 3.Learning and Motivation**

- a) Meaning and Nature of Learning and theories of learning
- b) Transfer of learning: Concept and Implications for education
- c) Meaning and Factors Affecting Motivation
- d) Role of Motivation in Learning
- e) Atkinson's Theory of Achievement Motivation
- f) Maslow's Self-actualization Theory.

#### **Unit4. Personality, Mental Health and Adjustment**

- a) Concept and Theories of Personality: Type and Trait Theory.
- b) Psychoanalytical Theory (Freud and Jung), Carl Roger's Self Theory of personality
- c) Role of Home, School and Society in Promoting Mental Health
- d) Adjustment: Mechanism and Implications for Education

#### **Text Books:**

1. Mangal. S.K.(2007). Essentials of educational psychology ( 2<sup>nd</sup> edition) Prentice Hall of India, New Delhi Publications Pvt. Ltd.
2. Chauhan, S. S.(2005) Advance Educational Psychology, Vikas Publishing House, New Delhi.
3. Dandipani, S.(2000).A Textbook of Advanced Educational Psychology. New Delhi: Anmol.

#### **Reference Books:**

1. Kundu, C.L. and Tutoo, D.N.(2000) Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
2. Rao, V.K. and Reddy, R.S (ed.) Teaching and Learning (Commonwealth Publishers, New Delhi, 2007).
3. Sharma, S.K and Tomar, M (eds.) Learning and Teaching Learning Process (Isha Books, Delhi, 2007).

## **MA103 Methodology of Educational Research**

### **Course Objectives:**

The students will be able to-

- (1) Explain the methods of acquiring scientific knowledge through experience and reasoning
- (2) Define meaning, nature, scope and purposes of Educational Research
- (3) Describe the emerging trends in Educational Research
- (4) Illustrate meaning, criteria and sources for identifying the research problems
- (5) Describe the importance and various sources of review of related literature and hypothesis
- (6) Explain the types, tools and techniques of collection of data
- (7) Define concept of sample and population and steps and types of sampling

### **Unit1. Educational Research, Problem and Proposal**

- a) Meaning and scope of Educational Research
- b) Methods of acquiring knowledge: tradition, experience, authority, and reasoning (Deductive and inductive), and scientific method.
- c) Types of Educational Research: fundamental, applied, and action research  
Qualitative and Quantitative research
- d) Some emerging trends in educational research.

### **Unit2. Research Problem and hypotheses**

- a) Criteria and sources for identifying the problem.
- b) Delineating and operationalizing variables.
- c) Review of related literature: Importance, various sources including internet, Library skill, Reading skill and note taking skill
- d) Developing hypothesis in various types of research.

### **Unit3. Sampling, Tools and Techniques**

- a) Concept and Characteristics of a good sample.
- b) Types and methods of sampling and Sampling errors
- c) Characteristics of a good research tool
- d) Various types of Tools and Techniques
  - (i) Questionnaire and schedule,
  - (ii) Interview,
  - (iii) Observation
  - (iv) Documentary Sources
  - (v) Rating Scales and Psychological Tests

### **Unit4. Research methods and Report Writing**

- a) Various Research methods: Philosophical and Historical Research, Descriptive Research- Survey studies, Case study, Correlation studies, Ex-post Facto Research, Experimental Research
- b) Research Designs
- c) Report Writing

**Text Books:**

1. Gay, L.R. (2008): Educational Research Competencies for analysis & application. New Jersey Prentice-Hall, INC.

**Reference Books:**

- 1) Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
- 2) Kaul, Lokesh (2005). Methodology of Educational Research. New Delhi: Vikas Publications.

## **MA104 Educational Technology**

### **Course Objectives:**

The students will be able to:

- 1) Explain the concept, historical development, need, scope and types of educational technology.
- 2) Describe the concept of Psycho-Technology - in relation to nature of learning, theories of learning and conditions of learning.
- 3) Explain the concept of information and communication technology and systems technology.

### **Unit1. Introduction to Educational Technology**

- a) Meaning, nature, scope and significance of Educational Technology
- b) Components of Educational Technology -hardware, software
- c) Systems approach in Educational Technology
- d) Multimedia approach in Educational Technology
- e) Information and communication technology: concept, characteristics and modes.

### **Unit2. Communication Process**

- a) Concept of Communication Process
- b) Classroom Communication: verbal and non-verbal communication
- c) Factors affecting classroom communication
- d) Observation Schedules of Classroom Interaction
- (a) Flanders's Interaction Analysis Categories System (FIACS)
- (b) Equivalent Talk Categories (ETC)
- (c) Reciprocal Category System (RCS)

### **Unit3. Teaching, instruction and Teaching Models**

- a) Concept and Nature of Teaching
- b) Difference between teaching and instruction.
- c) Designing instructional strategies: microteaching and simulation, lecture, team teaching, discussion, seminars, tutorials, programme Instruction, computer assisted Instruction.
- d) Models of Teaching Concept and- Essential elements of four families of teaching Models
  - (i) The Social Interaction (Role Play)
  - (ii) The Information-Processing model (Inquiry training)
  - (iii) The Personal Models (Non-directive teaching.)
  - (iv) Concept Attainment Model

## **Unit4. Emerging Trends in Educational Technology**

- a) Educational technology in formal, non-formal and Informal Education, Distance mode.
- b) Education, Open Learning Systems and Educational Technology.
- c) Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT – Problems of New Technologies.
- d) Evaluation and Educational Technology.
- e) Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET
- f) Cells, AVRC, EMRC, NIST etc. – their activity for the improvement of teaching learning

### **Text Books:**

- 1. Aggarwal.J.C (2006): Essentials of Educational Technology, teaching, learning & Innovation in education, Vikas Publishing House Pvt .Ltd. New Delhi.
- 2. Mangal, S.K. (2009) Fundamentals of Educational Technology. Ludhiana: Prakash Brothers.
- 3. Sampath K. et al (2009). Introduction to Educational Technology (Sterling Publishers, New Delhi.

### **Reference Books:**

- 1) Tara Chand (2006). Educational Technology. Anmol Publications. New Delhi.
- 2) Vanaja, S. & S. Rajasekar, (2006).Educational Technology & Computer Education, Neelkamal Publications Pvt., Hyderabad.
- e) Y.K.Singh.2008. Educational Technology: Teaching and Learning.APH publishing.

## **SEMESTER II**

### **MA201 Sociology of Education**

#### **Course Objectives:**

The students will be able to-

- (1) Define meaning and concepts of Educational Sociology
- (2) Explain the concept of social organization and factors affecting it.
- (3) Describe social interaction and their Educational implications.
- (4) Write a critical note on meaning, nature & determinants of culture and role of education in cultural context.
- (5) Illustrate the meaning and concept of social change with special reference to India.
- (6) Justify social and economic relevance of Education.

#### **Unit1. Concept and Approaches**

- a) Concept of educational sociology and sociology of education
- b) Social organization and its concepts
- c) Factors influencing social organization – folk ways, mores; institutions; values
- d) Dynamic characteristics of social organization and its educational implications.

#### **Unit 2.Education and Socialisation**

- a) Sociological Approaches to Education and their Limitations
- b) Bandura Theory of Social Learning
- c) Culture -Concept, Culture and Personality
- d) Agencies of Socialisation-family, peer group, community, institutions of formal education, and mass media
- e) Concept of Self, Development of Self and Theories of Self-Esteem (Cooley, Mead, Erickson and Rogers)

#### **Unit3. Education as Social System**

- a) Education as a factor of Social stratification and Social Mobility
- b) Equality for Social Justice and Peace.
- c) Social Change: Factors and Theories of Social Change
- d) Role of Education in Social Change
- e) Process of Social Change
  - (a) Structural Processes: Acculturation, Enculturation and Cultural lag, Industrialisation, Urbanisation, Modernisation
  - (b) Cultural Processes: Sanskritisation and Westernisation with special reference of Indian Society

## **Unit4.Education and social Issues**

- a) Education in relation to: Society, Economy, Polity/Politics, Religion and Culture.
- b) Sociology of Education in India: Education and the family education and the community, Concept of the community Schools; Politics and Education; c) Economy and Education
- d) Protective Discrimination and Education: Constitutional Ideals –Social equity and equality of educational opportunities
- e) Education for socially and economically disadvantaged section of the society with special reference to SC/ST/OBC/Women/rural population.

### **Text Books:**

- 1. Gupta, V.K. (1996): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version).
- 2. Ruhela, S.P. (Ed.) (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.

### **Reference Books:**

- 1) Anand, C.L.et. al. (Eds.) (1993): The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- 2) Siddiqi M.A. (1993): Teacher Education in India – A Resource Book, NCERT, New Delhi.
- 3) Singh L.C. & Sharma P.C. (1995): Teacher Education and the Teacher, Vikas Publishing House, New Delhi.
- 4) Mohanty, J.(1988).Modern Trend in Indian Education. Current Issues and Strategies in the Context of NEP, New Delhi: Deep and Deep.
- 5) N.J. Dutt, Suresh (1997). Society and Education. Anmol Publications.
- 6) Chandra, S.K. Education and Development (Discovery Publishing House, Delhi, 2010).
- 7) Jayapalan, N. History of Education in India.(Atlantic Publishers, New Delhi, 2008).



## **MA202 Measurement & Evaluation in Education**

### **Course Objectives:**

The students will be able to:

1. Acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
2. Orient the students with tools and techniques of measurement and evaluation.
3. Develop skills and competencies in constructing and standardizing a test.
4. Understand how various requirements of education are measured, evaluated, interpreted and their rules are recorded to help learners.

### **Unit 1. Educational Objectives and Educational Evaluation**

- a) Meaning, importance, Levels of Educational Objectives- Cognitive, Affective and Psychomotor Domains
- b) Concept: Test, Assessment, Measurement and Evaluation, Purposes of Evaluation
- c) Types: Summative and Formative Evaluation, Internal Assessment, Grading, Credit system, Question Bank

### **Unit 2. Validity, Reliability and Norms**

- a) Characteristics of a good measuring tool.
- b) Validity and Reliability of Test
- c) Factors Affecting Reliability
- d) Relationship between Reliability and Validity
- e) Meaning and Significance of Norms
- f) Types of Norms: Age norms, Grade Norms, Percentiles, z scores, T score, and stamina-score

### **Unit 3. Various Tests and scales**

- a) Concept of criterion Reference test and norms Reference test
- b) Achievement test: Teacher made and Standardized test, Essay type and Objective type test item
- c) Construction and standardization: Achievement test and Diagnostic test
- d) Construction of Attitude Scales by Thurston Method
- e) Construction of Attitude Scale by Likert Method

### **Unit 4. Measuring other traits**

- a) Aptitude tests
- b) Intelligence tests
- c) Interest inventories
- d) Personality assessment

**Text Books:**

1. Lal, J.P. (2006) Educational Measurement and Evaluation. New Delhi: Anmol Publications.
2. Sharma, R.A. (2004) Essentials of Measurement in Education and Psychology. Meerut: Surya Publication.
3. Sidhu, K.S. New Approaches to Measurement and Evaluation (Sterling Publishers, New Delhi, 2009).

**Reference Books:**

- 1) Linn, R.L. and Miller, M.D. (2005). Measurement and Assessment in Teaching. New Jersey: Pearson Prentice Hall.
- 2) Smith, D. (2005) Measurement and Evaluation in Secondary Schools. New Delhi: Commonwealth publisher.
- 3) Agrawal, J.C. 2004. Essential of Examination System. New Delhi: Vikash publishing House.
- 4) Asthana, B.: 2005. Measurement and Evaluation in psychology and Education. Agra: Vinod Pustak Mandir.
- 5) Dash, B.N. and Dash, N.: 2003. Educational Measurement, Statistics and Guidance Services, New Delhi: Dominant Publisher and Distributor.

## **MA203 History and Contemporary issues of Education**

### **Course Objectives:**

#### **To enable the students to:**

1. Get a historical insight into the development of Education in pre- independence in India.
2. Get the knowledge of the development of the Education in free India.
3. Have a critical understanding of the development of Education as a distinct discipline.
4. Understand the Contemporary issue of Education

### **Unit-I History of Education I**

Education in India during:

- a) Vedic
- b) Buddhist, and
- c) Islamic education

### **Unit-2 History of Education II**

- a) Maculay's minutes and Bentick resolution of 1835
- b) Admam's report and its recommendations
- c) Wood's Despatch of 1854
- d) Lord Curzen's educational Policy, Growth of national consciousness,
- e) National Education movement

### **Unit-3 History of Education III**

- a) Recommendations of Indian Education Commission 1882, its influence on the
- b) Subsequent development of Education
- c) Essential features of Sadler commission report – 1917
- d) Terms of reference & recommendations of Hartog Committee 1928-1917
- e) Sargent Report 1944
- f) Wardha Scheme of education 1937

### **Unit-4 Contemporary issue of Education**

- a) Kothari commission 1964-66
- b) University Education Commission 1948-1949
- c) Secondary Education commission 1952-53
- d) New Education policy 1986 and POA 1992
- e) Universalization of Education, SSA, RMSA, RUSA, MDM, RTE 2009

### **Text Books:**

1. Foundation of education / Gara Latchanna. -- New Delhi: Neel Kamal Publications Pvt.Ltd, 2014.
2. Amala, P. Annie History of Education, New Delhi: Discovery (DPH),2004

**Reference Books:**

- 1) Rao, Digumarti, National Policy on Education: Towards on English Trend & Human Society, ND: Discovery Publication, 2010.
- 2) Aggarwal, J C, Great Philosophers and Thinkers on Education, ND: Shipra.2008.
- 3) Giridhar, C.H., Education in Developmental Arena, N.D.: Commonwealth 2005.
- 4) Sharma, R A, Development of Education System in India, Meerut: R Lall, 2008.

## **MA204 Educational Administration, Planning and Financing**

### **Course Objectives:**

- 1) To acquaint students with the emerging concept of Educational Administration.
- 2) To help students to understand the various factors which affect the character of educational administration?
- 3) To acquaint students with issues in educational administration.
- 4) To develop in the students understanding and appreciation of the theories of Educational administration and Leadership.
- 5) To help the students to understand the nature of Educational Planning and Finance.

### **Unit 1. Concepts and Theories of Educational administration**

- a) Changing concepts of Educational Administration, efficiency versus human relations - controversy,
- b) Process of administration, Factors influencing the system of Educational
- c) Administration (Political, Social, Cultural and Economic).
- d) Theories of Educational Administration: (1) Conflicts-Gatzel's Theory  
(2) Motivation-Theory of Organizational Equilibrium (3) Decision Making- Griffith Theory (4) Administrative Behaviour.

### **Unit 2. Issues and Problems**

- a) Issues in Educational Administration – Centre, state and local bodies,
- b) centralization and decentralization in India, state and private enterprise,
- c) existing problems of administration in India, external controls and internal controls,
- d) Equalization of educational opportunities.
- e)

### **Unit 3. Educational Leadership**

- a) Concept, Nature and Significance of Educational Leadership,
- b) Theories of educational leadership
- c) Leader as a teacher and Teacher as a leader
- d) Role of Group Dynamics and Human Relations

### **Unit 4. Educational Planning and Finance**

- a) Need, nature and scope of Educational Planning.
- b) Principles, different approaches, economic and social aspects of Educational Planning;
- c) Steps in preparation of plans; implementing, evaluating and readjusting a plan.
- d) Educational Finance-Sources of income, centre, state and local bodies
- e) Expenditures: State and Private enterprise.

### **Text Books:**

1. Siddhu, S.K.(1987) School Organization and Administration. New Delhi: Sterling Publishers.

2. Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
3. Tilak, J.B.G. (1992).Educational Planning at Grassroots. Ashish Publications. New Delhi.

**Reference Books:**

1. Sahdeva,M.S. Modern Approach To School Organisation And Administration.
2. Murmur Mukhopadhaya (2006).Total Quality Management and Education. Sage Publications: New Delhi.
3. Supervision that improves teaching and learning: strategies and techniques / Sisam Sullivan and Jeffery Glanz.--4th ed.-- New Delhi: Sage Publications, 2013.
4. Economic development in India: issues and challenges / edited by Bimal K Mohanty. -- New Delhi: New Century Publications, 2011.

## **MA205 Education for Special Needs Children**

### **Course Objectives:**

#### **The students will be able to:**

1. Know about the meaning and understand the various suggestions given by different recent commissions on education of children with special needs for realizing the concept of universalization of education.
2. Grasp about the meaning, specific characteristics and modalities of identification of various types of learners with special needs.
3. Understand various educational intervention programmes for meeting the needs of special Learners.

### **Unit1. Concept and Development**

- a) Meaning, Nature, Scope and Objectives of Special Education.
- b) Historical Perspectives, Integrated Education
- c) Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)
- d) Recommendation of NPE (1986) and POA of 1992.
- e) National Policy for Person with Disability 2006.

### **Unit2. Types of special children**

Concept, Characteristics, Need and Causes, Criteria for identification, remedial Programmes

- a) Mentally Retarded (MR),
- b) With Learning Disabilities,
- c) Emotionally disturbed,
- d) With Speech and Language Disorders,
- e) Visually impaired,
- f) With Hearing Impairment
- g) Creative
- h) Gifted
- i) Juvenile Delinquency and Backwardness

### **Unit3. Educational intervention**

- a) Meaning of an educational intervention – nature and objectives of special schools;
- b) Concept of main streaming; integrated schools and support services provided within them viz. Resource room, resource teacher, counsellor etc.; concept of remedial
- c) Teaching (specially for learning disabled children); role of other (peer) members of the school (children as well as teachers); family of the “concerned child” and the
- d) Community in educating the child who is an exceptional one.
- e) Educational Provisions for Delinquents and Backward children
- f) Role of teachers and community.

## **Unit4. Inclusive Education**

- a) Definition, concept and importance of inclusive education
- b) Historical perspectives on education of children with diverse needs
- c) Difference between special education, integrated education and inclusive education
- d) Advantages of inclusive education for education for all children
- e) International & National Initiatives
- f) Current Laws and Policy Perspectives supporting IE for children with diverse needs

### **Text Books:**

1. Reddy; Ramar and Kusuma. Education and Children with Special Needs New Delhi: Discovery (DPH)2003
2. Manoj Kumar Dash. Inclusive Education (A New Dimension). Bhargava publication.2013.

### **Reference Books**

1. Disability studies: an interdisciplinary introduction / Dan Goodley. -- London: Sage Publication Ltd, 2011.
2. Educating children with emotional and behavioural difficulties: inclusive practice in mainstream schools / John Thacker. -- London: Routledge Falmer, 2002.
3. Handbook of Learning Disability. Sushil Kumar Goel.2011. Bhargava publication.



## **SEMESTER III**

### **MA301Curriculum Studies**

#### **Course Objectives:**

1. To enable the students to understand the concept of curriculum construction.
2. To familiarize the students with the process of curriculum Design.
3. To enable the students to understand the models of curriculum.
4. To prepare students to understand the process of curriculum development and evaluation.

#### **Unit1 Fundamentals of curriculum**

- a) Curriculum – Concept, difference between syllabus and curriculum,
- b) Concept of emerging, hidden and Irrelevant Curriculum, Sources of curriculum design,
- c) Major approaches to curriculum – structure and humanistic;
- d) Current Issues and Trends in curriculum organization and development,
- e) National Curriculum Framework (NCF) -2000 & 2005.

#### **Unit2. Curriculum Planning**

- a) Concept, Components of Curriculum Planning,
- b) Trends in Curriculum Planning,
- c) Principles of Curriculum Planning.

#### **Unit3. Curriculum Development and Implementation**

- a) Concept, Different categories and types of curriculum.
- b) Principle of Curriculum construction sequencing content-Integrating contents
- c) Different models of curriculum development.
- d) Process of Curriculum development.
- e) Curriculum Implementation

#### **Unit4. Curriculum Evaluation**

- a) Concept, Need, Sources of Curriculum evaluation;
- b) Role of Support material, types of material.
- c) Evaluation – Aspects of evaluation formative and summative evaluation and its interpretation

#### **Text Books:**

1. Deepak Aggrawal.2007.Curriculum Development Concepts Methods and Techniques. Neha Publisher and Distributor.
2. Promila Sharma.2011.Curriculum Development. APH Publishing Corporation.

#### **Reference Books**

- 1) Ornstein, Allen C., Edward F. Pojak& Stacey B. Ornstein (2006). Contemporary Issues in Curriculum. Allyn& Bacon.
- 2) Slattery (1995): Curriculum development in postmodern Era. (Critical Education & Practice).

## **MA 302 Advance Statistic in Education**

### **Course objectives:**

#### **The students will be able to-**

- (1) Compute different types of Statistical measures.
- (2) Develop practical orientation involving selection of appropriate data analysis techniques.
- (3) Explain and illustrate the concept & application of measures of central tendency dispersion & relative positions
- (4) Illustrate the meaning & significance of normal probability curve.
- (5) Describe the meaning, assumptions, computation & uses of Parametric and Non-Parametric tests.

### **Unit1. Fundamental of statistics**

- a) Statistics: Meaning and importance; descriptive and inferential statistics; Organization and tabulation of data, frequency distributions,
- b) Graphical representation of data: frequency polygon, histogram, forgive, smoothed frequency polygon.
- c) Nature of Educational Data: Quantitative and qualitative, Scales of measurement,
- d) Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median, Mode.

### **Unit2. Measures of Variability**

- a) Measures of Dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
- b) Measure of Relative Position: Percentiles and Percentile Ranks.

### **Unit3. Parametric Statistics**

- a) Normal Probability Curve: Meaning, significance, Characteristics and applications
- b) Coefficient Of Correlation, Regression Analysis
- c) Analysis of Variance (ANOVA): One-Way and Two-Way with equal and unequal cell size.
  - (4) Analysis of Covariance (ANCOVA) – One-Way and Two-Way: Assumptions, Calculations, & interpretations.
- d) Multivariate Analysis of Covariance (MANCOVA)

### **Unit4. Non-parametric Statistics**

- a) Non-parametric Tests: Meaning, assumptions, computation and uses of:
  - (a) Chi-square tests of equality and independence, setting up cross breaks for contingency table.
  - (b) Sign test: - Concept, Assumptions & Computation & uses.
- b) SPSS Statistical package for social Sciences

**Text Books:**

1. Gupta.S.P.(2004).Statistical Methods (3<sup>rd</sup> edition), Sultan Chand & Sons, Educational Publishers ND.
2. Sharma, T.R. and Bhargava, V. (2005) Elementary Statistics in Education and Psychology Agra: Bhargava Book House.
3. Mangal, S.K. (2002) Statistics in Psychology and Education, Prentice Hall of India, New Delhi Publications Pvt. Ltd.

**Reference Books**

- 1) Henry .E.Garrett.(2009). Statistics in Psychology and Education (6<sup>th</sup> edition). Paragon international publishers Elhance, D.N. and Elhance, V.(2002).Practical Problems in Statistics. Allahabad: KitabMahel.
- 2) Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn& Bacon.
- 3) Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.

## **MA303 Teacher Education**

### **Course Objectives:**

1. To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
2. To visualize the structure and frame work of teacher education.
3. To understand the Concept, Determinants, Identification and Characteristics of teacher Effectiveness.
4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
5. To develop in the students an understanding about the important research findings in teacher education.

### **Unit1.Fundamentals of Teacher Education**

- a) Concept, Aims and Scope;  
Historical Background of Teacher Education in India with Special Reference to the
- b) Recommendation on National Commission on Teachers (1983-85), Kothari Commission and
- c) National Policy on Education 1986, Revised POA (1992).  
Historical development of Teacher Education in North- East region

### **Unit2. Structure of Teacher Education**

- a) Objectives of Teacher Education at Different Levels
- b) Recommendations of NCERT (NCF, 2005) and NCFTE (2009).
- c) Problems of Teacher Education in India and Remedial Measures
- d) Pre-Service Teacher Training programme
- e) Agencies of In-service programme: NCERT, NCTE, RIE, SIE, SCERT, IASE, CTE, DIET, Academic Staff College(ASC) and Extension Department.
- f) Teacher Education through open and Distance learning.

### **Unit3. Teacher programmes**

- a) Taxonomy of teacher behaviour
- b) Post graduate courses in education, research and innovations in teacher education
- c) Techniques of teacher training, core teaching, micro-teaching, interaction analysis.
- d) Evaluation of student teaching.

### **Unit4. Teacher Effectiveness**

- a) Concept, Determinants, Identification and Characteristics of teacher Effectiveness
- b) Organization of Practice Teaching for developing an Effective Teacher (Block and Intermittent
- c) Practice Teaching Internship- its Organization and Problems.

- d) Supervision of Practice Lessons: Observation, Assessment and Feedback to Student Teacher  
Recent trends and Research Activities in Teacher Education

**Text Books:**

1. Mohan, R.: Teacher Education. New Delhi: PHI Learning Private Limited, 2011.
2. Mukerjee, S. N. (Ed.): Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co., 1968.

**Reference Books**

1. Matthew J. Koehler and Punya Mishra (2008). Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators. New York : Routledge
2. Susan Brooks young (2013).National educational technology standards for teachers. International Society for Technology in Education , International Society for Technology in Education. (2<sup>nd</sup> edition)

## **MA304 Open and Distance Learning**

### **Course objectives:**

1. To orient students with the nature and need of Distance Education in the present day Indian Society.
2. To expose students to different kinds of information and communication Technologies (ICT) and apprise them with their use in teaching-learning process.
3. To enable student to understand various modes of Student support services (SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
4. To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes

### **Unit 1. Distance Education and its development**

- a) Meaning, Need and characteristic features of Distance Education
- b) Growth of Distance Education
- c) Distance Teaching-Learning systems in India

### **Unit 2. Intervention strategies at a distance**

- a) Electronic media in Education
- b) Mass Media in distance Education
- c) Information and Communication Technologies and their application in Distance Education
- d) Designing and preparing self-instructional material

### **Unit 3. Learning at a Distance**

- a) Student-support-services in Distance Education and their management.
- b) Technical and vocational programmes through Distance Education.
- c) Programmes for women through Distance Education.
- d) Distance Education and Rural Development.

### **Unit4. Quality Enhancement and Programme Evaluation**

- a) Quality assurance of Distance Education.
- b) Mechanisms for maintenance of standards in Distance Education.
- c) Programme evaluation
- d) Cost analysis in Distance Education
- e) Concept need and process
- f) New Dimensions in Distance Education – promises for the future

### **Text Books:**

1. Rao, V. K., Distance Education, New Delhi: A.P.H. 2004.
2. Rao, V. K., Encyclopaedia of Educational Development: Distance Education, New Delhi: A.P.H. 2002.

### **Reference Book**

1. Singh, U. K., Non-Formal and Continuing Education New Delhi: Discovery (DPH), 2001.
2. Rao, Digumarthi Bhaskara, ed., International Guidelines on Open and Distance Teacher
3. Education New Delhi: Discovery (DPH), 2004.

## **MA 304 Guidance and Counselling**

### **Course Objectives:**

1. To enable the students to understand the concept and importance of guidance and counselling in integrated development.
2. To make the students aware about guidance and curriculum, guidance and classroom learning.
3. To make the students understand about Educational, vocational and personal guidance.
4. To prepare students to gain insight about organization of guidance services.
5. To enable the student to understand the concept of counselling and its relevance.

### **Unit1.Fundamentals of guidance**

- a) Guidance: Concept, Principles, Need and Significance and Scope of Guidance;
- b) Types of guidance-Educational, vocational and personal
- c) Role of the teacher in Guidance.
- d) Guidance and Curriculum; guidance and classroom learning.
- e) Agencies of guidance – National and State level.

### **Unit2 Fundamentals of counselling**

- a) Counselling process : Concept, Principles and Counselling
- b) Approaches – directive, non-directive and elective.
- c) Group Counselling Vs. Individual Counselling, counselling for adjustment.
- d) Characteristics of good Counselling, the counsellor as a person.

### **Unit3.Tools and Techniques of Guidance**

- a) Tools and Techniques of Guidance – Cumulative records ,rating scales, interview and psychological
- b) Use of tests in guidance and Counselling.
- c) Organisation of Guidance Programme – Principles of organization, organizing various guidance services(Individual inventory; information : Educational, Occupational and Personal – Social; Counselling;
- d) Placement and follow-up) at different levels of education (School and College/University).

### **Unit4.Implication of Guidance and counselling**

- a) Guidance of children with problems and special needs: Gifted and creative; Role of the teacher in helping such children.
- b) Individual and Group guidance: concept and techniques of group Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.

### **Text Books:**

1. Shrivastava, K.K. (2003) Principles of Guidance and Counselling. New Delhi: Kaniska Publication.



2. Asha K.Kinra.2008.Guidance and Counselling. Pearson publisher

**Reference Book**

1. G.D. Gururani.2006.Guidance and counselling: Educational, vocational, career planning. Akanksha publisher.
2. Ramesh. Chaturvedi.2013. Guidance and counselling techniques. Neha publisher and distributors.
3. Gupta, Manju: (2003) Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication.

## **SEMESTER IV**

### **MA401 Comparative Education**

#### **Course Objectives:**

1. To help the students to understand comparative education as an emerging discipline of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students to assess the efficacy of educational systems of various countries.
4. To develop an understanding among the students to solve the prevailing problems of education in India through the discipline of education.

#### **Unit1. Conceptual framework**

- a) Concept and Scope of comparative Education.
- b) Difference between Comparative and International Education
- c) A brief on Historical Journey of Comparative Education.
- d) Role of UNESCO in improving the educational opportunities and facilities.

#### **Unit2. Approaches & Methods**

- a) Conceptual framework and features of following approaches:  
(a) Philosophical (b) Statistical (c) Historical (d) Scientific (e) Global /cross cultural
- b) A detailed review of the role of the different actors (parents, practitioners, policy makers, international educational bodies & academics) in comparative education
- c) A review of the Quantitative and Qualitative approach to the comparative education

#### **Unit3. Comparative study of the Educational Programmes**

- a) Primary education in UK, USA, Singapore, Australia & India.
- b) Secondary education in USA, UK, Singapore, Australia and India
- c) Higher Education in India, UK & USA, Singapore, Australia

#### **Unit 4. Critical Study of Other Educational Programmes**

- a) Quality and internationalization of Higher Education in India, UK & USA, Singapore, Australia
- b) Teacher education in USA, Germany & India
- c) Adult Education in Australia, Brazil and India.

#### **Text Books:**

1. Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul.
2. Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU.

**Reference Book**

1. Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.
2. Devi, S. F. Systems of Education, New Delhi, Mittal Publication, 2002
3. Dutta, B.S.V. Comparative Education-A Comparative Study of Educational Systems. DVS, Publishers & Distributors Guwahati, 2004.
4. Education System, Guwahati, Eastern Book House, 2003.
5. Rao, V.K. Comparative Education. The Methods of Analysis and

## **MA 402 Principles and Techniques of Teaching**

### **Course objectives:**

#### **The student will be able to:**

1. Understand the fundamentals of teaching.
2. Acquaint with the various theories of teaching and learning.
3. Develop the teaching skills and competencies.
4. Develop the instructional plan based on the various teaching method.

### **Unit 1: Fundamental of Teaching**

- a) Teaching: nature, objectives and characteristics and allied concepts
- b) Factors affecting teaching
- c) Principles of teaching

### **Unit 2: Theories of Teaching and Learning**

- a) Theories of teaching; Behaviourism and Cognitivism, constructivism
- b) Developmental Theory of Learning (Jean Piaget)
- c) Discovery Approach to Learning (J.S. Bruner.)
- d) Meaningful Verbal Learning (David Ausubel.)

### **Unit 3: Teaching Competencies**

- a) Teaching Effectiveness and Teacher Competencies
- b) Teaching Skills: Explaining, questioning, stimulus variation, reinforcement, achieving
- c) Closure, etc. integration of different skills
- d) Teaching Strategies: autocratic style, permissive style, democratic style

### **Unit 4: Methods of Teaching at the Tertiary Level**

- a) Teacher Centered-lecture, demonstration, team-teaching
- b) Learner Centered – Programmed Learning, Personalized System of Instruction, Computer Assisted Instruction
- c) Other Methods – Seminar, Workshops, Tutorials, Group Discussion, Projects
- d) Types of Teaching Aids and their Value and Use in Classroom Instruction

### **Text Books**

1. Introduction to Teaching. Making a Difference in Student Learning Gene E Hall and Linda F Quinn and Donna M Gollnick. Sage Publisher. 2013.
2. Puri, Usha, Teaching Techniques, ND: Pragn, 2006.

### **Reference Book**

1. Sharma, B. L. & Saxena B. M., Methods of Teaching, Meerut: R. Lall, 2005.
2. Sharma, T R & Bhargava, Rajshree Modern Teaching AIDS, Agra: HP Bhargav Books.2009
3. Sharma, T R & Bhargava, Rajshree Modern Teaching Strategies, Agra: HP Bhargav Books.2007.

## **MA403 Practical Work**

Each Student shall be allotted all these enlisted activities to be undertaken as prescribed. It is a compulsory requirement to be undertaken by every student.

1. Preparation of questionnaire/ Scale/Rating Scale (Anyone).
2. Introduction to Psychological Tests in any one Category (Preparation of list of tests and their description).
3. Prepare a list of References: Books, Journals, Theses, Encyclopaedias and Newspapers/ Official Documents (Published in Govt. Gazette etc.) e-books
4. Prepare an abstract of previous research work.
5. Prepare a research proposal
6. Viva-voce of the above activities.

## **MA404 Dissertation**

### **Dissertation and Viva-voce:**

The Dissertation is a compulsory component of M.A. in Education Programme. It aims at providing students with an academic space to explore study and reflect upon a selected issues/ themes in the discipline of Education. The themes are usually related to any of the courses or the key thrust areas of education. The identified them is then consolidate into research problem and pursued by the students in the semester programme.

Each student shall be allotted a supervisor. Each student will be required to complete work under the guidance of a supervisor within one semester from the last paper of the final semester. Each student shall have to submit three copies of research report in the Department. Two copies out of which shall be sent to the office of the Controller of examinations for evaluation by the external examiner.

Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. Every Students has to make a Power Point Presentation of the work before appearing for the viva-voce.