

School of Education

OPJS UNIVERSITY of Rajasthan

COURSE STRUCTURE AND SYLLABUS

M .A Education

Syllabus

(2023 onwards)

Programme Structure at a Glance

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

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

Evaluation Structure for each Semester

Full Marks: 100

Time: 3 Hours

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

Module 1(40 marks)

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

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

Module 2(40 marks)

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

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

Detailed Course Structure and Distribution of Marks

1st Year: Semester-I

Courses		Distributions of Marks		Total Marks	Credit
Paper Code	Title	Internal	External		
	Philosophical Foundation of Education	30	70	100	6
	Psychological Foundation of Education	30	70	100	6
	Sociological Foundation of Education	30	70	100	6
	Educational Management	30	70	100	6
Total				400	24

1st Year: Semester-II

Courses		Distributions of Marks		Total Marks	Credit
Paper Code	Title	Internal	External		
	Educational Evaluation & Measurement	30	70	100	6
	Educational Technology	30	70	100	6
	Curriculum Studies	30	70	100	6
	Methodology of Educational Research & Educational Statistics	30	70	100	6
Total				400	24

2nd Year: Semester-III

Courses		Distributions of Marks		Total Marks	Credit
Paper Code	Title	Internal	External		
	Teacher Education	30	70	100	6
	Population & Environment Education	30	70	100	6
	Comparative Education	30	70	100	6
	Education for Women's Empowerment <i>Or</i> Peace Education	30	70	100	6
Total				400	24

2nd Year: Semester-IV

Courses		Distributions of Marks		Total Marks	Credit
Paper Code	Title	Internal	External		
	Inclusive Education	30	70	100	6
	Psychology of Intelligence & Creativity	30	70	100	6
	Dissertation	30	70	100	6
	Human Rights & Value Education <i>Or</i> Adult & Continuing Education	30	70	100	6
Total				400	24

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

Module 2: (40 marks)

Unit III:

Sources Of Knowledge:

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

Theory of Knowledge

- Epistemology
- Axiology

Unit IV:

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

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

Suggested Readings:

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

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

Module 2: (40 marks)

Unit III:

Learning & Transfer of Learning

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

Psychology Of Motivation

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

Unit IV:

Memory & Forgetting

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

Recent Trends & Practices in Psychology

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

Suggested Readings:

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

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

Emerging issues in Indian societies and role of education

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

Module 2: (40 marks)

Unit III:

Culture in Education

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

Polity in Education

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

Unit IV:

Theories of Social Change

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

Education & Society

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

Suggested Readings:

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

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

Module 2: (40 marks)

Unit III:

Educational Planning:

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

Educational Organization:

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

Unit IV:

Educational Finance:

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

Leadership & Management of Resources in Education

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

Suggested Readings:

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

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

Module 2: (40 marks)

Unit III:

Scoring & Reporting In Evaluation

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

Unit IV:

Contemporary Techniques of Evaluation

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

Suggested Readings:

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

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

Applications & Resources of Educational Technology

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

Module 2: (40 marks)

Unit III:

Development Of Instructional Design

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

Teaching Learning Process & Technology

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

Unit IV:

Modification Of Teaching Behavior

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

Recent Trends in E.T

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

Suggested Readings:

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

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

Curriculum Development

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

Module 2: (40 marks)

Unit III:

Curriculum Implementation and Transaction

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

Curriculum Evaluation

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

Unit IV:

Policy Perspectives of Curriculum

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

Recent Trends and Issues in Curriculum

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

Suggested Readings:

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

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

Writing Research report, Ethics and referencing style

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

Module 2: (40 marks)

Unit III:

Statistics in Educational Research

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

Concept of the following:

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

Unit IV:

Descriptive Statistics

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

Inferential statistics

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

Suggested Readings:

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