PROGRAMME PROJECT REPORT

(PPR)

MASTER OF ARTS IN EDUCATION

MA (EDUCATION)

MATS Centre for Distance and Online Education (MCDOE)

MATS UNIVERSITY, RAIPUR, CG

MATS UNIVERSITY: VISION

To become a world class center in providing globally relevant education. MATS will be the Global University, known for the quality academic programs and outstanding faculty, products and services to students and clients' independent of place and time constraints. MATS University will be a benchmark institution for lifelong partnership with students, the workforce and public and private enterprises. Building on its proud tradition, MATS University will extend educational opportunities to those who will make our state (Chhattisgarh), our nation and global society a better place to live and work.

MATS UNIVERSITY: MISSION

To foster an intellectual and ethical environment in which the spirit and skills within MATS will thrive so as to impart high quality education, training, research and consultancy services with a global outlook and human values. To create and develop technocrats, entrepreneurs and business leaders who will strive to & improve the quality of human life. To create truly world class schools of Management Sciences, Engineering Sciences, Information Technology, Life Science, Basic and Applied Sciences, Humanities & Social Sciences and Life Skills.

Dr. Sanjeet Tiwari	Dr. Pragya Jha	Dr. Suman Verma	Dr. Chankiraj Verma
Professor	Professor	Associate Professor	Assistant Professor

A. Programme mission and objectives:

Mission:

The mission of the Open and distance learning Master of Arts (MA) programme in Education is to equip students with in-depth theoretical knowledge and practical teaching skills through accessible, flexible, and innovative online and distance education. The programme strives to develop competent facilitators/educators capable of navigating future challenges in a dynamic and evolving global teaching learning scenario.

Objectives:

The open and distance learning Master of Arts (MA) programme in Education is a two-year postgraduate programme that focuses on acumen of teachings.

Key Objectives:

The Master of Arts (MA) programme in Education 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::

The open and distance learning Master of Arts (MA) programme in Education aligns with MATS University's mission to cultivate a learning environment that encourages creativity, innovation, and critical thinking. It is designed to offer a high-quality education to equip students with the knowledge and skills needed to excel in the teaching world. The programme focuses on developing competent professionals capable of making meaningful contributions in education and society. Additionally, it fosters an inclusive and diverse learning atmosphere, preparing students to navigate and succeed in multicultural and global teaching environments. Through practical and Research-based learning, students enhance their teamwork, leadership, and communication skills-essential qualities for thriving in the dynamic field of education.

C. Nature of prospective target group of learners:

This Programme is specifically designed to meet the requirement of learners who are not able to accomplish their educational goal through the conventional mode of education. The learners who are working professionals, housewives, reside in tribal or rural areas and not able to join the regular programme due to various reasons, are our target group of learners. Learners who want to enroll themselves in this particular programme must have graduation in any discipline or equivalent Degree.

D. Appropriateness of program to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:

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 speci   roach, 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.

Keeping in view the characteristics of the ODL system, 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

       The Open and Distance Learning mode will provide an opportunity to learn in a reliable to technology-driven environment for the students where they can access online resources and learning materials, attend virtual classrooms, participate in online discussions, and engage with other students and faculty through various collaborative tools. This provides a highly immersive and interactive learning experience, helping students to develop critical thinking, analytical, and problem-solving skills. The open and distance learning Master of Arts (MA) programme in Education is designed to provide flexibility, enabling students to learn at their own pace while managing work, family, and education. It offers comprehensive learning resources that promote self-directed, independent study. The Programme is supported by a robust Learning Management System (LMS), which provides access to a wide range of digital resources, including e-tutorials, study materials, assignments, quizzes, discussion forums for doubt resolution, assessment tools, progress tracking features, and result displays.

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 opportunities 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.

Credit Points:

All courses under this programme offered by MCDOE carry a certain value as credit-points. A credit point expresses the learning hours required to study a certain unit of a course. One credit point is equivalent to 30 learning hours and these learning hours includes self-learning, contact classes, assignment, Research and all the activities comes under the programme to accomplish the post-graduation degree.

A. Semester Wise distribution of credits M.A.(Education):

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

Teaching and Examination scheme:

SEMESTER - I

Course Code	Course Title	Course Type	Marks Internal	Marks End Semester	Credits	Full Marks
ODL/ MA/EDN/ 101	Philosophical Foundations of Education - 1	Core Paper	20	80	4	100
ODL/ MA/EDN/ 102	Psychological Foundations of Education - I	Core Paper	20	80	4	100
ODL/ MA/EDN/ 103	Sociological Foundations of Education - I	Core Paper	20	80	4	100
ODL/ MA/EDN/ 104	Methodology of Educational Research & Educational Statistics - I	Core Paper	20	80	4	100
ODL/ MA/EDN/ 105	Information and Communication Technology in Education	Core Paper	20	80	4	100
Total					20	500

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SEMESTER - II

Course Code	Course Title	Course Type	Marks		Credits	Full Marks
			Internal	End Semester		
ODL/ MA/EDN/ 201	Philosophical Foundations of Education - II	Core Paper	20	80	4	100
ODL/ MA/EDN/ 202	Psychological Foundations of Education - II	Core Paper	20	80	4	100
ODL/ MA/EDN/ 203	Sociological Foundations of Education - II	Core Paper	20	80	4	100
ODL/ MA/EDN/ 204	Methodology of Educational Research & Educational Statistics - II	Core Paper	20	80	4	100
ODL/ MA/EDN/ 205	Educational Technology	Core Paper	20	80	4	100
Total					20	500

SEMESTER - III

Course Code		Course Title	Course Type	Marks		Credits	Full Marks
				Internal	End Semester		
ODL/ 301	MA/EDN/	Comparative Education -I	Core Paper	20	80	4	100
ODL/ 302	MA/EDN/	Curriculum Studies-I	Core Paper	20	80	4	100
ODL/ 303-1	MA/EDN/	Educational Measurement and Evaluation - I					
ODL/ 303-2	MA/EDN/	Teacher Education-I	Elective Papers (Any 2)	20	80	4+4	100+100
ODL/ 303-3	MA/EDN/	Educational Management and Administration - I					
ODL/ 304	MA/EDN/	Dissertation/Proposal				4	100
Total						20	500

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		
ODL/ 401	MA/EDN/	Comparative Education -II	Core Paper	20	80	4	100
ODL/ 402	MA/EDN/	Curriculum Studies-II	Core Paper	20	80	4	100
ODL/ 403-1	MA/EDN/	Educational Measurement and Evaluation - II					
ODL/ 403-2	MA/EDN/	Teacher Education-II	Elective Papers (Any 2)	20	80	4+4	100+100
ODL/ 403-3	MA/EDN/	Educational Management and Administration - II					
ODL/ 404	MA/EDN/	Viva-voce on Dissertation				4	100
Total						20	500

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:

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

❖ Identify, critically analyze and formulate complex problems of educational field.

❖ Transform complex scenarios of society and contemporary issues into problems, investigate, understand and propose integrated solutions using emerging technologies

❖ Devise and conduct experiments, interpret data and provide well informed conclusions.

❖ Recognize the need for and develop the ability to engage in continuous learning as an education professional.

❖ Communicate effectively with the community as well as society by being able to comprehend effective documentations and presentations.

❖ Recognize economic, environmental, social, health, legal, ethical issues involved in the use of technology and other consequential responsibilities relevant to professional practice.

❖ Work as a member or leader in diverse teams in multidisciplinary environment.

❖ Identify opportunities, entrepreneurship vision and use of innovative ideas to create value and wealth for the betterment of the individual and society.

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.

Detailed Syllabi:

Semester – I

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

Full Marks: 80+20=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

- ✓ **Module 1**

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

- ✓ **Module 2**

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

- ✓ **Module 3**

    - Theist: Nyaya, Samkhya, Yoga, Vedanta philosophy
    - Atheist: Jain, Buddhist, Islamic philosophy with special reference to knowledge, value,

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reality and educational implications.

✓ **Module 4**

- 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.II. (2009). Philosophical & Sociological Perspectives in Education. New Delhi: APH Publishing Corporation.

3. Raymont, T. (2007). The principles of Education. Delhi: Suject 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. Agawalla, 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: *ODL/ MA/EDN* /102– Psychological Foundations of Education - I

Full Marks: 80+20=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

MODULE-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

MODULE-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

## MODULE-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

MODULE-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 (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. Gross, R. (2020). Psychology: The Science of Mind and Behaviour (8th ed). Hodder Education

7. Schacter, D. L., Gilbert, D. T., Nock, M. K. & Wegner, D. M. (2020). Psychology (5th ed). New York: Worth Publishers – Macmillan Learning.

8. Lilienfeld, S. O., Lynn, S. J. & Namy, L. L. (2018). Psychology. From Inquiry to Understanding (4th ed). New York: Pearson.

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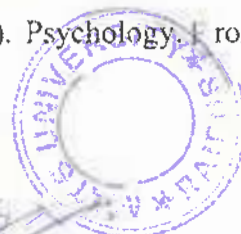
Course: *ODL/ MA/EDN* /103– Sociological Foundations of Education - I

Full Marks: 80+20=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

MODULE-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

MODULE-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

MODULE-III: Social Structure and Education

- Social structure and education: Group, Group Dynamics, Educational significance of

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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

MODULE-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 (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. Andersen, M. L. & Taylor, H. F. (2011). Sociology: The Essentials (6th ed). Wadsworth Cengage Learning

5. Bhattacharya, S. (2002). Sociological Foundation of Education. New Delhi: Atlantic Publication.

6. Biltion, 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.

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

I

Full Marks: 80+20=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

MODULE-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

MODULE-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

MODULE-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

MODULE-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.

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

Full Marks: 80+20=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 open and distance 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

MODULE-I: ICT

- Information and Communication Technology: concept & nature

- ICT in education: advantages & limitations

- Development of ICT: origin & growth

- Application of ICT: uses & limitations

MODULE-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

MODULE-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

MODULE-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

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

Full Marks: 80+20=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

MODULE-V: Indian Educational Thinkers

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

MODULE-VI: Western Educational Thinkers

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

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MODULE-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

MODULE-VIII: Contemporary Thoughts

* Philosophy of inclusive education
* Open and distance 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.

12. Sharma, C. (2000). A Critical Survey of Indian Philosophy. Delhi: Saujanya Books.

13. Noddings, N. (2018). Philosophy of Education (4th ed). Routledge

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

Full Marks: 80+20=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

MODULE-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

MODULE-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

MODULE-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 r fe ce C   a

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Mindfulness

MODULE-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 (5th ed). New York: Worth Publishers – Macmillan Learning.

2. Lilienfeld, S. O., Lynn, S. J. & Namy, L. L. (2018). Psychology: From Inquiry to Understanding (4th 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 (7th 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 (8th 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

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

Full Marks: 80+20=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

MODULE-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

MODULE-VI: Social Impact

- National integration, international understanding

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

MODULE-VII: Emerging Issues in Indian Societies

- Equal opportMODULEy 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)

MODULE-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: 80+20=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

MODULE-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 Researchive Techniques)
- Research and Publication Ethics (RPE), concept of plagiarism and how to avoid, citation and reference: concept and styles

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MODULE-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

MODULE-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

MODULE-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

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

Full Marks: 80+20=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 phenomenal teaching methods	BT 4	PO 7

Course Materials

MODULE-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

MODULE-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

MODULE-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

MODULE-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 (9th ed). Pearson
4. Kilbane, C. R. & Milman, N. B. (2014). Teaching Models: Designing Instruction for 21st Century learners. Pearson
5. Ewing, R. & five others (2020). Teaching: Dilemmas, Challenges and OpportMODULEies (6th 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 CommMODULEy Property. Jossey-Bass
9. Spector, J. M. (2016). Foundations of Educational Technology: Integrative Approaches and Interdisciplinary Perspectives (2nd Edition), London: Routledge
10. Pathak, R. P. (2012). Educational Technology. New Delhi: Pears

Semester – III

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

Full Marks: 80+20=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

MODULE-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

MODULE-II: Factors of Comparative Education

- Geographical, socio-cultural, historical

- Philosophical, economic, linguistic

- Scientific, structural and functional

MODULE-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

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MODULE-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 (6th 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: *ODL/ MA/EDN* /302– Curriculum Studies - I

Full Marks: 80+20=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

MODULE-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

MODULE-II: Curriculum Planning and Design

- Meaning, characteristics, importance, phases and participants of curriculu
- Concept, components, sources and conceptual framework of curriculum d

- Dimensions of curriculum design: scope, sequence, continuity, integration, articulation, and balance
- Representative curriculum designs: curriculum approaches
- Principles of curriculum construction
- Models of curriculum design

MODULE-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

MODULE-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.

Elective Papers

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

Full Marks: 80+20=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

MODULE-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

MODULE-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

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CRT, Teacher made test and Standardized test

- Assessment for Learning and Assessment of Learning
- Approaches of Evaluation- Placement, Formative, Diagnostic and Summative

MODULE-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

MODULE-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 Researchive 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
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

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

Full Marks: 80+20=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

MODULE-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)

MODULE-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 Reflecti... chin

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- Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

MODULE-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

MODULE-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 CommMODULEy 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.

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

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

Full Marks: 80+20=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

MODULE-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

MODULE-II: Educational Administration

- Meaning and nature, importance, scope
- Decision making, Organizational Development, Program Evaluation and Review Techniques (PERT), POSDCORB

- Administrative responsibilities of central & state Govt. in education– CABE, UGC, NUEPA. NCERT, SCERT

MODULE-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

MODULE-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 (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. 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.

Course: *ODL/ MA/EDN* /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.

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

GUIDELINES FOR SUBMISSION OF DISSERTATION

All the candidates of M.A. (Education) will start their minor research work in 3rd Sem. and they will submit their final report (Dissertation) in 4th Sem.

THE GUIDE

The Guide for M.A. (Education) would be a person From the MATS School of Education.

DISSERTATION EVALUATION GUIDELINES:

- Dissertation Synopsis/Proposal presentation seminar with Research 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)
- Research submission seminar for critical, technical and academic discussion with the worked-out Research (50 marks, to be examined by the faculty members).

The evaluation of Dissertation will be done on the basis of following heads:

SUMMARY/ABSTRACT

All students must submit a summary/abstract separately with the Research report. Summary, preferably, should be of about 3-4 pages. The content should be as brief as is sufficient enough to explain the objective and implementation of the Research that the

candidate is going to take up. The write up must adhere to the guidelines and should include the following:

- Name / Title of the Research

- Statement about the Problem

- Why is the particular topic chosen?

- Objective and scope of the Research

- Methodology (including a summary of the Research)

- What contribution would the Research make?

TOPIC OF THE RESEARCH- This should be explicitly mentioned at the beginning of the Synopsis. Since the topic itself gives a peep into the Research to be taken up, candidate is advised to be prudent on naming the Research. This being the overall impression on the future work, the topic should corroborate the work.

OBJECTIVE AND SCOPE: This should give a clear picture of the Research. Objective should be clearly specified. What the Research ends up to and in what way this is going to help the end user has to be mentioned.

RESOURCES AND LIMITATIONS: The requirement of the resources for designing and developing the proposed system must be given. The resources might be in form of the hardware/software or the data from the society. The limitation of the proposed system in respect of a larger and comprehensive system must be given.

CONCLUSION: The write-up must end with the concluding remarks-briefly describing innovation in the approach for implementing the Research. main achievements and also any other important feature that makes the system stand out from the rest.

The following suggested guidelines must be followed in preparing the Final Research Report:

Good quality white executive bond paper A4 size should be used for typing and duplication. Care should be taken to avoid smudging while duplicating the copies. Page Specification :(Written paper and source code)

- Left margin - 3.0 cms

- Right margin- 2.0 cms

- Top margin 2.54 cms

- Bottom margin 2.54 cms

- Page numbers - All text pages should be numbered at the bottom center of the pages.

Normal Body Text: Font Size: 12, Times New Roman, Double Spacing, Justified, 6 point above and below para spacing (Mangal/Unicode: 14)

Paragraph Heading Font Size: 14, Times New Roman, Underlined, Left Aligned, 12 point above & below spacing. (Mangal/Unicode: 16)

Chapter Heading Font Size: 20, Times New Roman, Centre Aligned, 30 point above and below spacing.

Binding: The Research report should be book binding (Spiral binding and other forms of bindings are not permitted)

Submission of Dissertation Report to the MATS:

The student will submit his/her Research report in the prescribed format. The Research Report should include:

- Two copy of the summary/abstract.

- Three hard Copy of the Research Report.

- Soft copy of Research on Pen Drive/External Drive in a thick envelope pasted inside of the back cover of the Research report.

- The Research Report may be about 75 or more pages.

FORMAT OF THE STUDENT DISSERTATION ON COMPLETION OF THE RESEARCH

- Cover Page as per format

- Acknowledgement

> Certificate of the Research guide as at Annexure III

> Synopsis of the Research

> Main Report

- Objective & Scope of the Research

- Theoretical Background Definition of Problem

- Methodology adopted.

Annexure:

1. Brief background from where the student has developed the Research.

2. List of abbreviations, Figures, Tables

3. References, Bibliography and Website

4. Soft copy of the Research

Formats of various certificates and formatting styles are as follows:

1. Certificate from the Guide

Guide Name & Designation Full Address

CERTIFICATE

This is to certify that this Research entitled " xxxxxx xxxxx xxxxx xxxx xxxx xxx" submitted in partial fulfillment of the degree of Master of ARTS in Education to the MATS University, Raipur, done by Mr./Ms._____, Roll No. _____ is and is an authentic work carried out by him/her at _____ under my guidance. The matter embodied in this Research work has not been submitted earlier for award of any degree or diploma to the best of my knowledge and belief.

45

Signature of the student   Signature of the Guide

2. Research Report Cover Page Format:

Title of the thesis/report (Times New Roman, Italic, Font size = 24)

Submitted in partial fulfillment of the requirements for the award of the degree of Master of Arts in Education

Guide

Submitted by:

(Guide Name)

(Student's name)

Roll No.:

Submitted to MATS. RAIPUR. LOGO

3. Self -certificate by the students

SELF CERTIFICATE

- This is to certify that the dissertation/Research report entitled "_____" is done by me is an authentic work carried out for the partial fulfillment of the requirements for the award of the degree of Master of Arts ion Education under the guidance of _____ .The matter embodied in this Research work has not been submitted earlier for award of any degree or diploma to the best of my knowledge and belief.

Signature of the student

Name of the Student

Roll No

ACKNOWLEDGEMENTS

In the "Acknowledgements" page, the writer recognizes his indebtedness for guidance and assistance of the thesis adviser and other members of the faculty. Courtesy demands that he also recognize specific contributions by other persons or institutions such as libraries and research foundations. Acknowledgements should be expressed simply, tastefully, and tactfully.

BIBLIOGRAPHY: APA Format

Semester – IV

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

Full Marks: 80+20=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

MODULE-V: Comparative study of Primary education*

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

MODULE-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

MODULE-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

MODULE-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 (6th 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: *ODL/ MA/EDN /402–* **Curriculum Studies - II**

Full Marks: 80+20=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 opportMODULEies of our curricular practices	BT 5	PO 6
CO8	To construct and suggest own curriculum evaluation model	BT 6	PO 7

Course Materials

MODULE-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

MODULE-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

MODULE-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)

MODULE-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., & Whiteheed, B. M. (2009) Curriculum Leadership: Strategics for Development and Implementation, Sage Publications, New Delhi.
4. Julian, C. S. & Kenneth, D. H. (1978). Education and Evaluation all of India, New Delhi.

Elective Papers

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

Full Marks: 80+20=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

MODULE-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

MODULE-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

MODULE-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

MODULE-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
5. Kember, D. & Ginns, P. (2012). Evaluating Teaching and Learning. Rou
6. Brady, L. & Kennedy, K. (2019). Assessment and Reporting: Celeb
7. Students Achievement (5th ed). Pearson

5

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

Full Marks: 80+20=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

MODULE-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

MODULE-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

MODULE-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

MODULE-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

   Roy, K. (2003). Teachers in Nomadic Spaces: Deleuze and Curriculum. International Academic Publishers

   Shulman, L. S. (2004). The Wisdom of Practice. Jossey-Bass

5. Shulman, L. S. (2004). Teaching as CommMODULEy 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.

10. Sharma S. P. (2003). Teacher Education: Principles Theories and Practices, Aspects of Teacher Education. New Delhi: Kanishka Publishers Distributors.

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

Full Marks: 80+20=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

MODULE-V: Leadership in Educational Administration:

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

MODULE-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)

MODULE-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

MODULE-VIII: Educational Organizations

- Concept, nature, types and characteristics of educational organizations
- Process of organizational change and organization as change agents

g e

- Conflicts: concept, nature, types and strategies for conflict management in educational organizations

Suggested Readings:

1. Kellermen, B. (1985). Leadership Multidisciplinary Perspectives. New Jersy: Prentice Hall

2. Razik, T. A. & Swanson, A. D. (2010). Fundamental Concepts of Educational Leadership and Management (3rd 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 (3rd 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 (18th ed.). New York: Pearson

11. Owens, R. G. & Valesky, T. C. (2015). Organizational Behaviour in Education: Leadership and School Reform (11th ed.). Boston: Pearson

Course: *ODL/ MA/EDN* /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.

DISSERTATION EVALUATION GUIDELINES:

- Dissertation Synopsis/Proposal presentation seminar with Research 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)
- Research submission seminar for critical, technical and academic discussion with the worked-out Research (50 marks, to be examined by the faculty members).

   (**N.B.:** Follow the guidelines as given in Semester III)

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

Medium of the Programme:

English will be the medium of the programme and examination may be written in English or Hindi as per the learner's choice of the medium.

## Requirement of Faculty and Supporting Staff:

Supporting staff will be deputed at the learner supported Centre as per the need of course curriculum.

Category	Existing
Professor	01
Associate Professor	01

Instructional Delivery Mechanism and Usage of Media:

As the programme will be offered by MATS Centre of Open and Distance Education mode, various instructional delivery mechanisms and media will be used to effectively deliver content to the learners. The programme delivery mechanism used by MCDOE follows a multimedia approach for instructions, which are as follows:

- ➤ The printed self-learning material (SLM) which covers all the metrics of the programme will be deliver to the learners for every course.
- ➤ Learning Management System (LMS) is an online platform that provides a centralized location for students to access learning content, engage in discussions, submit assignments, and take assessments. The LMS provides a user-friendly interface that is accessible on multiple devices, such as desktops, laptops, tablets, and smartphones.
- ➤ Webinars can be used for lectures, discussions, or interactive sessions with students. Pre-recorded video lectures can be used to deliver course content in a concise and engaging way. Interactive multimedia includes simulations, games, and quizzes that are designed to reinforce learning.
- ➤ Discussion forums can be used to facilitate group discussions, pe   peer   ng, and to provide feedback and support. Online and face-to-face couns   ill be   ed by academic counselors appointed for the programme.
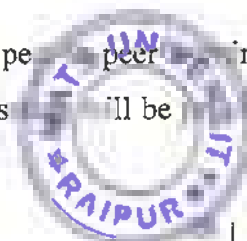
- The counseling sessions are held as per schedule drawn by the MCDOE. These counseling sessions are held in non-working hours for the learners so they can attend the counseling session properly and regularly to enhance their learning skills.

- Live session will be conducted through the use of Internet Communication Technologies (ICT) from the University's studio, the schedule of which is made available at the Learner Support System.

- The SLM will be dispatched periodically to the enrolled learners for each course of the programme. These SLM"s will be very helpful to the learners in effective learning. The assignment for internal assessment of learner's shall be delivering to the learners along with the SLM. Online modules are also available in the University's website for some programme.

- The contact classes and counseling schedule will be of 30 days in a year which will be divided as 15 days in each semester. The schedule of contact classes of the programme shall be communicated to the student through the various medium.

Learner Support Services:

MATS Centre for Distance and Online Education has a fully-fledged Learner Support Services to provide guidance and help to its learners. All the necessary information has been provided to all the learners via various medium like website, helpdesk, email and by person-to-person interaction via teleconferencing and calling.

Learning Management System (LMS) to Support Course Delivery for ODL Mode:

The Learning Management System (LMS) is designed to facilitate the students to have a Global learning experience. LMS has user friendly interface approach through which the learning is made easy, interesting and meeting the global standards of learning. The audio-visual mode of teaching, the self-learning materials, discussion forums and evaluation patterns are unique and meeting the requirements of the industry and as per UGC guidelines of four quadrants approach. The students can experience uninterrupted learning 24x7 through web and mobile at the pace chosen by them. The user interface will be simple and easy to navigate through the e-learning modules; the LMS will provide seamless accessibility with all the learning tools designed as per standard norms for an easy and interesting learning experience.

Nature of Contact Classes:

Based on the course material, the counselors for Online Education are e ctud to ide and talk with the learners during the contact class sessions. By talking wi   couns uring
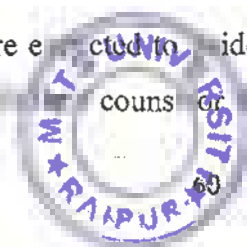
contact sessions in online mode, the learners can work through their problems and this will help them to understand the programme objectives to learn with ease. In addition to these online contact sessions, learners must participate in various training programmes run by the relevant learner support system provided by the University which also includes practical training approach as per Programme's structure.

Course Design:

The course content designed to facilitate seamless delivery and learning experience through

- Faculty led video and audio contents, discussion forums to raise and clarify doubts on real time basis by the course coordinator and his team, self-learning material (SLM), MCQs short and long questions.

Counselling Session & Structure of Study in ODL Mode
Delivery in Open and Distance Education Mode:

Sl.n0	code	Title of the course	No of Credits	Total Hours of Study	Counseling Sessions Study Structure(in Hrs)				
					Face to Face Counselling	Self-study	Practical Work	Assignments	Research
SEMESTER 1									
	ODL/ MA/EDN/ 101	Philosophical Foundations of Education - I	4	120	16	68		36	
	ODL/ MA/EDN/ 102	Psychological Foundations of Education - I	4	120	16	68		36	
	ODL/ MA/EDN/ 103	Sociological Foundations of Education - I	4	120	16	68		36	
	ODL/ MA/EDN/ 104	Methodology of Educational Research & Educational Statistics - I	4	120	16	68		36	
	ODL/ MA/EDN/ 105	Information and Communication Technology in Education	4	120	16	68		36	
SEMESTER II									
	ODL/MA/EDN/ 201	Philosophical Foundations of Education - II	4	120	16	68		36	

ODL/MA/EDN /202	Psychological Foundations of Education - II	4	120	16	68		36
ODL/MA/EDN/ 203	Sociological Foundations of Education - II	4	120	16	68		36
ODL/MA/EDN/ 204	Methodology of Educational Research & Educational Statistics - II	4	120	16	68		36
ODL/MA/EDN/ 205	Educational Technology	4	120	16	68		36
SEMESTER III							
ODL/ MA/EDN/ 301	Comparative Education -I	4	120	16	68		36
ODL/ MA/EDN/ 302	Curriculum Studies-I	4	120	16	68		36
ODL/ MA/EDN/ 303-1	Educational Measurement and Evaluation -I	4	120		68		36
ODL/ MA/EDN/ 303-2	Teacher Education-I	4	120	16	68		36
ODL/ MA/EDN/ 303-3	Educational Management and Administration - I	4	120	16	68		36
SEMESTER IV							
ODL/ MA/EDN/ 401	Comparative Education -II	4	120	16	68		36
ODL/ MA/EDN/ 402	Curriculum	4	120	16	68		

		Studies-II							
	ODL/ MA/EDN/ 403-1	Educational Measurement and Evaluation - II	4	120	16	68		36	
	ODL/ MA/EDN/ 403-2	Teacher Education-II	4	120	16	68		36	
	ODL/ MA/EDN/ 403-3	Educational Management and Administration - II	4	120	16	68			

F. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATION:

The eligibility criteria for admission to the MBA programme offered in MATS Open and Distance Education mode requires candidates to have a Master degree or an equivalent qualification from a recognized university. MBA applicants can conveniently access all admission-related information, including the application process, through the University's website or by contacting the helpdesk. The admission form can be downloaded from the website and submitted via online or offline mode. Upon receipt, the University will review the documents and process the fee payment. Once the payment is completed, the admission will be confirmed, and an enrollment number will be issued to the student.

➤ **Fee Structure:**

The fee structure of the programme in ODL mode is as follows:

Programme	Semester Tuition Fees	Semester Examinati on Fees	Registration Fees (One Time)
M.A. Education	5000	1500	500

➤ **Examinations –**

a. The examination shall be held semester wise in June & December to the Ca

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, by e-mail 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 the Directorate of Distance Education.

c. An Examination Centre for theory will be decided by the DDE and will be located in a recognized college or a 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 20% 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 80% 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. **Continuous Internal Assessment:**

   ➤ Continuous Internal Assessment shall be of 30% marks of total marks allotted for the course.

   ➤ The components for continuous internal assessment for each course shall be decided by the Board of Studies of concerned subject.

   ➤ Continuous Internal assessment shall be carried forward in case of ATKT students; there shall not be any provision of conducting internal assessment tests for ATKT students at any circumstances.

3. **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	O (Outstanding)	A+ (Excellent)	A (Very Good)	B+ (Good)	B (Above Average)	C (Average)	P (Pass)	F (Fail)	Ab (Absent)
Grade Point	10	9	8	7	6	5	4	0	0

> **Computation of SGPA and CGPA:**

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

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

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

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.

> **Awards of Degree:**

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

- He should have earned at least minimum required credits as prescribed in course structure; and

- He should have cleared all evaluation components in every course; and

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.

> **Award of Class**

The class awarded to a student in the programme is decided b   A as per the following scheme:
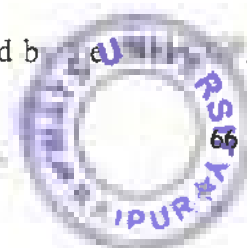
First division with distinction	The candidate has earned minimum number of credits for the award of the degree with CGPA of 7.5 or above
First division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 6.0 above but less than 7.5
Second division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4.5 or above but less than 6.0
Third Division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4.00 or above but less than 4.5

G. Requirement of the laboratory support and Library Resources:

In open and distance learning mode 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. Cost estimate of the programme and the provisions:

This programme was already designed and developed in the conventional mode. In this process of overall development according to the current scenario, the cost estimate of all the metrics, components, equipment, & maintenance cost for this programme comes to amount of Rs. 2291000 and provision is made of Rs. 2300000.

I. Quality assurance mechanism and expected programme outcomes:

The programme structure of open and distance learning MA programme 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 placem   ifferent industries through the training and placement cell. Quality of the instructi   ll be regularly assessed through students' feedback on instructional metho   y and   rience while

learning. Feedback of stakeholder's viz. Education experts, Employers, Alumni, Parents will be taken for further improvement.

CIQA will play a major role in ensuring the quality of open and distance learning education and reviewing the teaching learning and evaluation process.

CIQA will be responsible to improve the standards of open and distance learning education through strategic planning, implementation, regular academic audits and Annual Quality Assurance Report to be submitted to NACC on regular basis.

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.