

Semester	II
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDCR21: Educational Management, Administration and Leadership
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<ul style="list-style-type: none"> • <i>Understand the conceptual aspects involved in school administration and management</i> • <i>Appreciate the perspectives of administration and management of school issues, strategies and practices</i> • <i>Understand the Educational Administration and management at different levels and their functioning.</i> • <i>Understand the role of different stakeholders in management and administration of academic institutions.</i> • <i>explain the quality control measures in management</i> • <i>Develop the skills in preparing and maintaining the school records.</i> • <i>Become aware and understand about different domains of change management.</i> • <i>Understand the objective, function and working process of different Indian and International Quality Assurance Agencies</i> • <i>Justify the importance of e-governance and use of ICT for Educational Management and Administration</i>
Syllabus	<p>Module 1 (30 Marks)</p> <p>Unit-I: Educational Management and Administration-1</p> <ul style="list-style-type: none"> • Meaning, Principles, Functions and importance of Educational Management and Administration • Institutional building, POSDCORB, CPM, PERT, Management as a system • SWOT analysis, Taylorism <p>Unit-II: Educational Management and Administration-2</p>

- Educational Administration as a process
- Administration as a bureaucracy
- Human relations approach to Administration
- Organizational compliance, Organizational development, Organizational climate

Unit-III: Leadership in Educational Administration

- Meaning and Nature of Leadership in Educational Administration
- Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic

Unit-IV: Models of Leadership

- Blake and Mouton's Managerial Grid
- Fiedler's Contingency Model
- Tri-dimensional Model
- Hersey and Blanchard's Model
- Leader-Member Exchange Theory

Module 2: (30 Marks)

Unit-V: Concept of Quality and Quality in Education

- Indian and International perspective
- Evolution of Quality: Inspection, Quality Control
- Quality Assurance, Total Quality Management (TQM), Six sigma
- Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

Unit-VI: Change Management

- Meaning
- Need for Planned change
- Three Step-Model of Change (Unfreezing, Moving, Refreezing)
- The Japanese Models of Change: Just-in-Time, Poka yoke. Appraisal Costs, Failure costs and Preventable costs
- Cost Benefit Analysis, Cost Effective Analysis.

Unit-VII: Indian and International Quality Assurance Agencies:

- Objectives, Functions, Roles and Initiatives:
 - National Assessment Accreditation Council [NAAC]
 - National Board of Accreditation [NBA]
 - Quality Council of India [QCI]
 - International Network for Quality Assurance Agencies in Higher Education [INQAAHE]
- Performance Indicators
- Role of Internal Quality Assurance Cell [IQAC]

	<ul style="list-style-type: none"> • Recommendation of NEP-2020 <p>Unit-VIII: E-governance and Information Technology</p> <ul style="list-style-type: none"> • E-governance- Concept, scope, need and importance • Models of e-governance • ICT for Educational Management and Administration
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show
Practicum	<p>Any one:</p> <ul style="list-style-type: none"> • A Case Study on best practices in School Management • A Case Study on best practices of a Corporate House and its implications in an educational institution
Readings	<ul style="list-style-type: none"> • Aggarwal, J.C. (1994) Educational Administration, Management and Supervision; New Delhi: Arya Book Depot. • Ananda W.P. Gurung (1984). <i>General Principles of Management for Educational Planner and Administrators</i>, Paris: UNESCO. • Bhagia, N.M. (1990). <i>Educational Administration in India and other Developing Countries</i>, Commonwealth Publishers, New Delhi • Bhatia, K.K & Singh, Jaswant : Principles and practice of school management, Tandan publications books Market , Ludhiana • Bhatnagar, R.P & Agarwal , Vidya : Education administration, Supervision , Planning and financing, Surya Publication, Meerut. • Bush, Tony & Les, Bell (2002). <i>The principles & Practice of educational management</i>, London: PaulChapman Publishing. • Dash. B.N. (1996) School Organization, Administration and Management; Hyderabad: Neel KamalPublications, Pvt. Ltd. • Devegouda, A.C. (1973) A Handbook of Administration of Education in Mysore; Bangalore,Bangalore Book Bureau. • Halpin, Andrew.W (1966) Theory and Research in Administration; New York: Macmillan Company. • Koortz, Harold & Weihrich, Heinz : Essential of management an international perspective, Tata McGraw ó Hill publishing Company Limited New Delhi. • Mahajan, Baldev and Khullar, K.K. (2002). <i>Educational administration in Central Government:Structures, Processes, and Future Prospects</i>. Vikas Publication house Pvt. Ltd. New Delhi. • Mathur. S.S. (1990). <i>Educational Administration and Management</i>, Ambala: Indian publication • Mukhopadhyay, M. (2005). <i>Total Quality Management in Education</i>. New Delhi: Sage Publications. • NUEPA (1971). <i>Modern Management Techniques in</i>

	<p><i>Educational Administration</i>, New Delhi: Asian Inst. Of Educational Planning and Administration.</p> <ul style="list-style-type: none"> • NUEPA (1986). <i>Educational Management in India</i>, New Delhi: NUEPA. • Pandya, S.R. (2011): Administration and Management of Education, Himalaya Publishing House, Mumbai • Paroi, Sumit, <i>e-Governance in Higher Education Institutions of West Bengal Status and Prospects</i>, [Doctoral thesis] https://shodhganga.inflibnet.ac.in/handle/10603/224024 □ • Roger, Smith (1995). <i>Successful School Management</i>, McGraw Hill, Tokyo. • Sindhu, Kulbir Singh: School organisation and administration, sterling, publishing, private Limited, New Delhi • Thakur D and Thakur, D.N. (1997): Educational Planning an Administration, Deep and Deep Publication, New Delhi.
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	II
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDCR22: Advanced Research Methodology in Education – I
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum

<p>Course descriptive/ objective</p>	<p>On completion of this course, it is expected that the students will be able to-</p> <ul style="list-style-type: none"> • <i>Understand the basic concept of research and educational research.</i> • <i>Review the educational research articles.</i> • <i>Understand the design, methods and analysis of educational research.</i> • <i>Understand the steps involved in educational research.</i> • <i>Understand the use of different tools and techniques in educational research.</i> • <i>understand objectivity and ethical concerns in educational research</i> • <i>Develop a research proposal.</i> • <i>Knowledge on Foundations of Educational Research.</i> • <i>Understand different approaches to Research: Qualitative and Quantitative.</i> • <i>Identify and select suitable research problem and provide justification.</i> • <i>Apply various methods and techniques of Educational research.</i> • <i>Comprehend some new approaches to educational research.</i> • <i>Develop ability to use statistical methods for analysis of qualitative and quantitative research data.</i>
<p>Syllabus</p>	<p>MODULE 1 (30 Marks)</p> <p>Unit I: Review of the concept and understanding of Educational Research</p> <ul style="list-style-type: none"> • Understanding the need for research: Rationale, significance, and application • Basics concept of types of research: Qualitative, Quantitative and Mixed method • Review of related literature • General steps of educational research <p>Unit II: Planning Empirical Research</p> <ul style="list-style-type: none"> • Selection of the research problem and formulation of research design, population and samples, concept of variables • Concept of assumption, objectives, research questions, hypothesis, delimitation, limitation • Research Design and Techniques: Sampling types, Probability and Non-probability sampling, criteria of good sample and sampling error

- Definition of a test, development of a standardized test: standardization and adaptation, Development of norms, Reliability, Validity, Practicality, Publishing the test manual

Unit III: Tools of Data Collection and analysis

- Concept of Tools of Evaluation, Characteristics of Tools of Evaluation, Strengths and limitations of the Tools of Evaluation, Importance of Tools of Evaluation in the teaching-learning process
- Different methods of data collection: observation, interviews, tests (Standardized Psychological Tests for attributes such as intelligence, attitude, interest, aptitude, personality: projective and non-projective; Achievement Tests; Teacher Made Tests), questionnaire, rating scale, sociometry, social drama, records and reports (anecdotal report card, cumulative record card)
- Strengths and Limitations of the different tools of data collection
- Analysis and Educational Implications of the different tools of data collection

Unit IV: Writing Research report, Ethics and referencing style

- Objectivity and ethical concerns in educational research
- Essential elements of report writing ó format, style
- Referencing style: APA, MLA and others
- Manuscript/ publication of findings: basics
- Preparation and steps of research report.

MODULE 2 (30 Marks)

Unit V-Foundations of Educational Research

- Meaning and steps of Scientific Method
- Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction
- Characteristics of Scientific Method: Replicability, Precision, Falsifiability and Parsimony
- Types of Scientific Method: Exploratory, Explanatory and Descriptive
- Positivism, Post positivistic and Empiricism approach to research
- Contemporary status of scientific method

Unit VI – Major Approaches to Educational Research

- Historical research ó characteristics, uses, types, sources of data, criticism of data
- Descriptive research - characteristics, uses, types
- Experimental research ó experimental designs, experimental validity

Unit VII –Some New Approaches to Educational Research

	<ul style="list-style-type: none"> • Types of research: Fundamental, Applied and Action • Approaches to educational research: Quantitative and Qualitative • Qualitative Research Designs; Meaning, Characteristics, Components of design, Types of design, Steps of conducting research, Strengths and weaknesses • Grounded Theory Designs, Narrative Research Designs, Case Study, Ethnography, Ethnomethodology, Phenomenology, Mixed methods, and Naturalistic inquiry <p>Unit VIII- Analysis of Qualitative Research</p> <ul style="list-style-type: none"> • Characteristics and applications • Criticism of historical data • Coding of qualitative data ó Axial coding, Selective coding • Methods of qualitative data analysisô content analysis, logical. and inductive analysis, illustrative method, analogies • Meta-analysis • Triangulation of data
Mode of Transaction	Lecture, Discussion, Case Study, Problem solving, Film Show, Seminar
Practicum	<p>Each student has to present a Seminar on any one of the following topics:</p> <ul style="list-style-type: none"> É Review of Literature É Qualitative Research É Quantitative Research É Mixed Research É Different Types of Sampling
Readings	<ul style="list-style-type: none"> • Aggarwal, Y.P. (1998). The Science of Educational Research: A Source book, Nirmal, Kurukshetra. • Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication. • Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. • Best, John W. and Kahn James V (1995). Research in Education, Prentice Hall, New Delhi. • Borg, W.R. and Gall, M.D. (1983). Educational Research ó An Introduction, New York, Longman, Inc. • Burns, R.B. (1991). Introduction to Research in Education, Prentice Hall, New Delhi. • Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication. • Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

	<ul style="list-style-type: none"> • Fraenkel, J.R., Wallen, N.E. (1983).How to Design and Evaluate Research in Education, Singapore: McGraw Hill, Inc. • Garrett, H.E. (1973). Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay. • Gravetter. F.J. & Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wodsworth. • Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication. • Gupta, Santosh (1983).Research Methodology and Statistical Techniques, New Delhi: Deep and Deep Publisher. • Kaul, Lokesh (1984).Methodology of Educational Research, New Delhi: Vikas Publications. • Kerlinger, F.N. (1973).Foundations of Behavioural Research, New York: Holt, Rinehart and Winston. • Kerlinger, F.N. (1973). Foundation of Behavioral Research, Holt, Rinehart and Winston, New York. • Kumar, Ranjit (2011). Research Methods, Pearson Education, New Delhi. • Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Education and Psychology, Narola, New Delhi. • Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall. • Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication. • Mc Burney, Donal H. (1994). Research Methods, Brooks/cole publishing company, California. • Mcmillion, James H. and Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, Harper and Collins, New York. • Mouly, A.J. (1963). The Science of Educational Research, Euroasia, New Delhi. • Neuman, W.L. (1997). Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston. • R.A. Sharma; Fundamentals of Educational Research: Meerut,Loyal Book Depot,2003. • R.P.Bhatnagar (Ed.) Readings in Methodology of research in Education; Meerut , R Lall Book Depot,2002. • Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall. • Sidhu, K.S. (1987). Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd. • Srivastava, G.N.P. (1994).Advanced Research Methodology, New Delhi: Radha Publications. • Travers, R. M.W. (1978). An Introduction to Educational
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	<p>Research, Macmillan, New York.</p> <ul style="list-style-type: none"> • Travers, R.M.W. (1969). An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd. • Van Delen, D. B. (1962). Understanding Educational Research, Me Graw Hill, New York. • Van, Dalen, Debonald, B. and Meyer, William J. (1979). Understanding Educational Research: An Introduction, New York: McGraw Hill Co. • Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication. • Young, P.V. (1960). Scientific Social Surveys and Research, Prentice Hall, New York.
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	II
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDCR23: Curriculum Studies
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/objective	<ul style="list-style-type: none"> • <i>Understand the meaning, concept and types of curriculum</i> • <i>Understand the foundations of curriculum</i> • <i>Know the role of various statutory bodies in curriculum development</i> • <i>Apply various principles of curriculum development</i>

	<ul style="list-style-type: none"> • <i>Know the issues in curriculum construction and evaluation</i> • <i>Get acquainted with curricula designing, and models of curriculum</i>
Syllabus	<p>MODULE 1 (30 Marks)</p> <p>Unit-I: Concept of Curriculum</p> <ul style="list-style-type: none"> • Meaning, Characteristics and Types of Curriculum • Nature & Scope of Curriculum • Necessity of curriculum • Principles of curriculum construction • Curriculum as a process <p>Unit-II: Foundation and role of statutory bodies in curriculum:</p> <ul style="list-style-type: none"> • Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests) • Stages in the Process of Curriculum development • Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development <p>Unit-III: Curriculum change</p> <ul style="list-style-type: none"> • Meaning and types of Curriculum change • Factors affecting curriculum change • Approaches to curriculum change • Role of students, teachers and educational administrators in curriculum change and improvement • Scope of curriculum research and Types of Research in Curriculum Studies • Critical Evaluation of STEM Curriculum <p>Unit-IV: Curricula Studies</p> <ul style="list-style-type: none"> • Ordered Procedures for Transaction • Models of Curriculum Construction and Curriculum implementation • Content and its organization-The spiral approach • Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction <p>MODULE 2 (30 Marks)</p> <p>Unit-V: Models of Curriculum Design-I</p> <ul style="list-style-type: none"> • Traditional and Contemporary Models • Academic / Discipline Based Model • Competency Based Model • Social Functions / Activities Model [social reconstruction]

	<ul style="list-style-type: none"> • Technical and Non Technical Model of Curriculum <p>Unit-VI: Models of Curriculum Design-2</p> <ul style="list-style-type: none"> • Individual Needs & Interests Model • Outcome Based Integrative Model • Intervention Model • C I P P Model (Context, Input, Process, Product Model) <p>Unit-VII: Curriculum Evaluation-1</p> <ul style="list-style-type: none"> • Concept, nature and need of Curriculum Evaluation • Criteria and approaches for Curriculum Evaluation • Types of Curriculum Evaluation <p>Unit-VIII: Curriculum Evaluation-2</p> <ul style="list-style-type: none"> • Models of Curriculum Evaluation: Tyler's Model, Stakes's Model, Scriven's Model, Kirkpatrick's Model • Factors influencing changes in Curriculum Evaluation • Recent trends in Curricula studies and Curriculum Evaluation
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report
Practicum	<p>Prepare a report on any one:</p> <ul style="list-style-type: none"> • A critical study of the undergraduate curriculum of any department under the Choice Base Credit System (CBCS) • An evaluative report on any one STEM Educational Institution/Education Institute following the STEM curriculum • A critical evaluation of any school textbook of the higher secondary curriculum with regard to the core and peripheral components • A comparative study of the CBSE curriculum and the ICSE curriculum of the Higher Secondary Stage of Education
Readings	<ul style="list-style-type: none"> • Agarwal, J. C. I. (1990) Curriculum Reform in India. Delhi: Doaba. • Biswas, N.B. (1999). Curriculum Studies: A model for SAARC Countries. New Delhi: Indian Publishers Distributors. • Brent, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allen and Union. • Das, R. C. (1987). Curriculum and Evaluation. New Delhi: NCERT. • Dell, Ronald C. (1986). Curriculum Improvement: Decision Making & Process. (6th ed.). London: Allyn & Bacon Inc.

	<ul style="list-style-type: none"> • Diamond, Robert M. (1989). <i>Designing & Improving Courses & Curricula in Higher Education: A Systematic Approach</i>. California: Jossey Bass Inc. Publishers. • English, F. W. (2000). <i>Deciding What to Teach and Test</i>. CA: Corwin Press, Sage Publications, and Thousand Oaks. • Erickson, H. L. (2000). <i>Concept based Curriculum and Instruction</i>. CA: Corwin Press, Sage Publications, Thousand Oaks. • Flinders D. J. (1977). <i>The Curriculum studies</i>. New Delhi: Atlantic Publisher. • Kelley, A. V. (1977). <i>Curriculum Theory and Practice</i>. London: Harper and Row. • Kridel, Craig. (2010). <i>Encyclopedia of Curriculum Studies</i>. New Delhi: Sage. • Kurg, E. A. (1977). <i>Curriculum Theory and Practice</i>. London: Harper and Row. • Mamidi Malla Reddey & Ravishankar (eds.) 1984). <i>Curriculum Development & Educational Technology</i>. New Delhi: Sterling Publishers. • McNeill, John D. & Wiles, John. (1990). <i>The Essentials of Teaching: Decisions Plans and Methods</i>. New York: Macmillan • NCERT. (1984). <i>Curriculum & Evaluation</i>. New Delhi: NCERT. • NCERT. (1988). <i>National Curriculum for Elementary & Secondary Education: A Frame Work</i>. New Delhi: NCERT. • NCERT. (2005). <i>National Curriculum Framework 2005</i>. New Delhi: NCERT. • NCERT: <i>School Curriculum Some Problems and Issues</i>, NCERT, New Delhi, 1980. • Nisbet, Stanley (1977). <i>Purpose in the Curriculum</i>. London : University of London. • Oerr, J.F. (Ed.)(1968). <i>Changing the Curriculum</i>. London: University of London Press. • Ragan, W.B (*). <i>Modern Elementary Curriculum</i>. U.S.A:Holt Rinchard and Winston INC. • Romiszowaski. A. J. (1988). <i>The Selection Guide and Use of Instructional Media</i>. London: Kogan Page. • Sais, R.S. (1976). <i>Curriculum Principles and Foundation</i>. New York: Thomas Y. Crowdl Company. • Saylor J. Galen; William, Alexander; & Arthur J. Lewis. (1980). <i>Curriculum Planning for Better Teaching & Learning</i>. (4th ed.). New York: Holt Ranehart & Winston. • Taba, H. (1962). <i>Curriculum Development P: theory and Practice</i>. New York: Brace and World.
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	<ul style="list-style-type: none"> • Taylor, R. (*). Basic Principles of Curriculum. Chicago: Chicago University Press. • Trum J. Lyod. (1967). Secondary School Curriculum Improvement. New York: Prentice-Hall. • Tyler, Ralp W. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace, • Jovanovich Inc. • Tyler, Ralp W. (1974). Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press. • UNESCO (1981). Curricula & Lifelong Education. Paris: UNESCO. • Wheeler, D. K. (1967). Curriculum Process. London: University of London Press.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	II
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDCR24: History, Politics and Economics of Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/objective	After undergoing the course content, the student will be able to: <ul style="list-style-type: none"> • The characteristics of education in ancient India. • The characteristics and development of education in medieval India.

	<ul style="list-style-type: none"> • The milestones of educational development in India in the British period.
<p>Syllabus</p>	<p>Module 1: (30 marks)</p> <p>Unit-I Ancient Period Synoptic study of Vedic, Brahmanic, Buddhist and Jain Education in Ancient India with respect to:</p> <ul style="list-style-type: none"> • Aims and Objectives • Subjects of Study • Methods of teaching including teacher-pupil relationship • Evaluation System • Centre of Learning • Education of Women <p>Unit II Medieval Period A brief study of education in Sultan and Mughal periods in India with special Reference to:</p> <ul style="list-style-type: none"> • Aims and Objectives • Subjects of Study • Methods of teaching including teacher-pupil relationship • Evaluation System • Centre of Learning • Education of Women <p>Unit III Colonial Period (Upto 1947)</p> <ul style="list-style-type: none"> • Early Missionary Activities • Charter Act - 1813, Oriental and Occidental controversy • Macaulay's Minute - 1835 • Adams report - 1835-38 • Education Despatch - 1854 • Stanley's Despatch of 1859 • Education Commission of 1882 • Lord Curzon with reference to University Commission - 1902 and University Act- 1904. • Sadler Commission of 1917 • Origin and Development of C.A.B.E • Hartog Committee Report - 1929 • Wood Abott report of 1937 • Wardha Scheme of 1937 • Sergeant Committee Report of 1944 <p>Unit IV Development of Education After 1947 Recommendations of different commissions</p> <ul style="list-style-type: none"> • Radhakrishnan Commission of 1948-49 • Mudaliar Commission - 1952-53 • Kothari Commission of 1964-66

- National Education Policy ó 1986, POA ó 1992

Module 2: (30 marks)

Unit-V Recent Initiatives in Indian Education

- Sarva Shiksha Abhiyan
- National Curriculum Framework - 2005
- Rashtriya Madhyamik Shiksha Abhiyan ó 2009
- Right to Education Act - 2009
- Knowledge Commission ó 2009
- Rashtriya Uchchar Shiksha Abhiyan (2013)
- NEP 2020

Unit VI Political perspective of Education

- Relationship between Politics and Education, Perspectives of Politics of Education- Liberal, Conservative and Critical
- Aims of Indian Education in the Context of Democratic, Secular, Egalitarian and Humane Society
- Relationship between Education and Democracy, Education and Political Development, Education for Political Development and Political Socialization
- Role of State and Civil Society in Education, Education and National Integration, Education for Citizenship Building
- Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice)

Unit VII Education and Economics

- Education as Consumption; Education as Investment; Recent Trends in Economics of Education.
- Economic Growth and Economic Development. Education as a Prerequisite to Economic Development.
- Concepts of Human Development Index (HDI), Millennium Development Goals (MDG)
- Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education. Signaling Theory Vs Human Capital Theory

Unit VIII- Economic Perspective of Education

- Concept and Scope of Economics of Education, Public & Private Goods, Basic Need, Human Rights
- Education as Investment, Education as Social Production, Economic Growth & Economic Development, Poverty, Inequality.
- Education and Human Development, Human Development Index (HDI)

	<ul style="list-style-type: none"> • Concept of Educational Finance, Educational finance at Micro and Macro Levels, Concept of Budgeting
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report
Practicum	<p>Prepare a report on any one:</p> <ul style="list-style-type: none"> • Role of Education for sustainable development in the NPE 2020 • A critical review of the educational implications of the Right to Education Act 2009 on government and private schools • Awareness camps among girl students about various schemes and scholarships available to them
Readings	<ul style="list-style-type: none"> • Milestones in Ancient, Mediaeval Education in India ó B.R. Purkait • Milestones in Modern Indian Education ó B.R. Purkait • Ancient Indian Education ó Nrisingha Prasad Mukhopadhyay • Ancient Indian Education ó R.K. Mukherjee • Landmarks in the Modern Indian Education ó J.C. Aggarwal • Milestones in Modern Indian Education ó B.R. Purkait. • Modern Indian Education ó Planning & Development ó B.B. Bhatt • History of Education in India ó B. N. Dash • Modern India Education: Policies, Progress & Problems ó C.P.S. Chauhan • Educational reforms in India for the 21st century ó J.C. Aggarwal
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

	<ul style="list-style-type: none"> • Comparative Education: A Comparative Study of Educational Systems, • Yogendra K. Sharm, Kanishka Publishers, 2004, 9788173916120 5 • Comparative Education: Exploring Issues in International Context by Patricia K. • Kubow and Paul R. Fossum (11 January 2006). • Comparative Education: The Construction of a Field (CERC Studies in • Comparative Education) by Maria Manzon (7 July 2011). • Comparative Education: The Dialectic of the Global and the Local by Robert F. • Arnove and Carlos Alberto Torres (13 September 2007). • Comparative Education: A Study of Educational Factors and Traditions, • Nicholas Hans, Routledge, 2011 - Education, Volume 4. Geoffery Wilford : Choice and Wquity in Education- Cassells, London. • Govinda, R. India Education Report- NIEPA, 2002. • • Hans, Nicholas: Comparative Education Routeledge and Kagan Paul, London, • 1990. • Human Development Report in South Asia 2000- the Gender Question OUP, • 2002. • International and Comparative Education (Ice Magazine): Issue 1: Volume 1 by • Stephen Griffin (27 January 2011) • International Handbook of Comparative Education (Springer International • Handbooks of Education) by Robert Cowen and Andreas M. Kazamias (26 August 2009). • International Handbook of Comparative Education, Robert Cowen; Andreas M. • Kazamias, ISBN: 9781402064036.
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