



**MANDSAUR
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**M.A.
Detailed Syllabus**

Semester – III
M.A. EDU 303
Personality Development

Course Category
L T P C
4 0 0 4

Course Objective:

- To comprehend the concept, characteristics, nature and types of Personality
- To know the structure of Integration of Personality, traits theories of Personality with its educational implications and become aware of the significance of Personality development and the practical approach of various types of Personality
- To familiarize themselves with different types of Personality disorders and to know about the role of Personality development in the resolution of conflict and stress
- To understand the Personality assessment through different techniques and methods such as observation, interview and scale.
- To appreciate different Psychological theories in the perspective of creativity and Intelligence and understand the concept of group dynamics, self confidence, attitude and social responsibility.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Explain the meaning, nature, characteristics, and determinants of personality, including major type and trait theories and their educational implications.	L1
CO2: Describe the importance of personality development and apply practical strategies and traits for enhancing one's personality in real-life situations.	L1& L2
CO3: Analyze different personality disorders, communication skills, and behavioral factors, and examine their role in managing stress and overall personality development.	L2 & L3
CO4: Differentiate and evaluate various methods of personality assessment, including subjective, objective, and projective techniques, for their effectiveness and applicability.	L3 & L4
CO5: Evaluate and create the indicators of a successful personality such as creativity, emotional intelligence,	L4 & L5

interpersonal relationships, and social responsibility, and develop strategies for personal and professional growth.	
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**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/P O/ PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3
CO1	2	2	-	1	1	-	1	-	1	-	2	1	1
CO2	2	2	1	2	2	1	2	1	2	1	2	2	2
CO3	2	3	1	2	1	-	3	1	2	1	3	2	2
CO4	2	2	3	2	2	1	1	-	1	-	3	2	1
CO5	2	3	1	2	2	1	3	2	2	2	2	2	3

High-3 Medium-2 Low-1

Course Contents:

Unit I: Meaning, Nature and Theories of Personality

1. Meaning and Definition of Personality
2. Nature, Characteristics and Determinants of Personality
3. Structure of Integration of Personality
4. Type and Trait theories of Personality with Educational Implications

Unit II: Personality Development

1. Importance of Personality Development
2. Tips of Personality Development
3. Personality Traits
4. Different Type of Personality: A Practical Approach

Unit III: Personality Disorders & Stress

1. Personality Disorders
2. Dressing and Personality Development
3. Communication Skill and Personality Development
4. Role of Personality Development in Reducing Stress

Unit IV: Personality Assessment

1. Subjective - Introspection & Interview
2. Objective- Personality Inventories & Scale
3. Projective Techniques
4. Paper and Pencil Taste

Unit V: Indicators of Successful Person

1. Creativity, Multiple and Emotional Intelligence

2. Group Dynamics and Interpersonal Relationship
3. Self Confidence, Attitude, temperament & Life Style
4. Social Responsibility & Community Work

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Reference Books:

1. Aggarwal, G.C. (1996). Essential of Educational Psychology. Vikas Publishing House, New Delhi.
2. De Bono, Edward. (2000). Six Thinking Hats. 2nd Edition. Penguin Books.
3. Frey, D and Carlock, C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.
4. Gardner, Howard. (1993). Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.
5. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self–Actualization. 6th ed. Boston: Allyn and Bacon.
6. Mangal, S.K. & Mangal, S. (20005). Development of Learner & Teaching Learning Process, Loyal Book Depot, Meerut.
7. Minippally, Methukutty. M. (2001). Business Communication Strategies. 11th Reprint. Tata McGraw – Hill. New Delhi.
8. Pease, Allan. (1998). Body Language: How to Read Others Thoughts by their Gestures. Suda Publications. New Delhi.
9. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.
10. Schafer, W. (1998). Stress Management for Wellness. 4th edition. Australia: Thomson & Wadsworth. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
11. Sherfield, R. M.; Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4th ed. New Delhi: Pearson.

Important Websites:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>



**MANDSAUR
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**M.A. Education
Detailed Syllabus**

Semester – II
M.A. Edu 301
School Administration and Management

Course Category
L T P C
4 0 0 4

Course Objective:

- To familiarize students on basic concepts of school administration and management & its Nature
- To understand the conceptual aspects involved in school administration and management
- To Apply the knowledge of administration and management of school issues, strategies and practices
- To Analyze the concept of educational management related to various levels of education
- To Evaluate skills to understand the management of human and non-human resources relevant to school education

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the basic concepts of school administration and management & its nature	L1
CO2: Apply knowledge of the conceptual aspects involved in school administration and management	L2
CO3: Analyze the basic concepts of educational management related to various levels of education	L3
CO4: Evaluate techniques to understand the management of human and non-human resources relevant to school education	L4
CO5: Create chart of school resources for effective school administration and management	L5

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs \ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	-	1	-	-	1	2	-	-	1	-	2
CO2	2	2	-	2	1	1	1	3	-	-	1	1	3
CO3	2	3	1	1	-	-	1	3	-	1	2	-	2
CO4	1	3	1	2	-	1	2	3	1	1	2	1	3
CO5	1	2	1	2	1	2	1	3	1	-	1	2	2

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

Course Contents:

UNIT I: School Administration and Management 12 Hours

1. Meaning and Nature of School Administration and Management
2. Need and Importance of School Administration and Management
3. Scope of School Administration and School Management
4. Types of Management as an Organization
5. Aims and Functions of School Management

UNIT II: Basic Concepts of School Management 12 Hours

1. Basic Management Function: Planning, Organizing activities and Decision Making
2. Leading, Motivating and Controlling activities
3. Role of Management Functions for Effective School Management
4. Using Management Functions for an Effective Classroom
5. Management in Schools: Experimental Designs of Management

UNIT III: Educational Administration and Management at Different Levels 12 Hours

1. Educational Administration and Management at Central Levels
2. Educational Administration and Management at State Levels
3. Educational Administration and Management at Local Levels
4. Role and Functions of NCTE, CABE, NCERT, CBSE, KVS, NVS, NIOS
5. Role and Functions of SCERT, DIETs etc.

UNIT IV: Quality Management Approach for Schools 12 Hours

1. Quality Management: Meaning and Scope
2. Quality Management: Role and Importance
3. Approaches and Functions of Total Quality Management
4. TQM and its Application in School Management

UNIT V: Resource Management 12 Hours

1. Resource: Meaning, Nature and Classification
2. Human Resources: Creation, Sharing and Management
3. Non-Human Resources: Creation, Sharing and Management
4. Leadership and Decision Making
5. Funding Arrangements and its Utilization

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

1. Bhatia, K.K & Singh, Jaswant , (1995), Principles and Practice of School Management, Tandaon Publications Books Market , Ludhiana
2. Bhatnagar, R.P. & Agarwal , Vidya, (2009), Education Administration, Supervision, Planning and Financing, Surya Publication, Meerut
3. Pandya, S.R. (2011): Administration and Management of Education, Himalaya Publishing House, Mumbai
4. Thakur D and Thakur, D.N. (1997): Educational Planning and Administration, Deep and Deep Publication, New Delhi

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>



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**M.A. Education
Detailed Syllabus**

Semester – III

M.A. Edu 304

Educational Measurement and Evaluation

Course Category

L T P C

4 0 0 4

Course Objective:

- To explain the concept, nature, types, purpose, differences, and areas of educational measurement, assessment, and evaluation.
- To develop understanding of new trends and challenges in evaluation, grading, and semester system in Indian higher education.
- To understand the concept of educational taxonomies and their role in determining aims and objectives.
- To know the concept, types, ethics, significance, and outcomes of learning experiences and evaluation, along with tools of assessment.
- To develop understanding of online tests, their construction, and challenges in educational measurement and evaluation.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand educational measurement, assessment and evaluation.	L1
CO2: Apply educational taxonomies in writing objectives	L2
CO3: Analyze assessment, examination systems and challenges	L3
CO4: Analyze learning experiences, outcomes and evaluation	L3
CO5: Evaluate tools and techniques of evaluation	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs \ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	-	-	2	-	-	-	-	-	1	1	-
CO2	1	1	-	2	1	-	-	-	-	-	1	2	-
CO3	1	2	1	1	2	-	-	1	-	-	2	1	1
CO4	1	2	-	2	2	1	-	-	1	-	2	1	-

COs \ POs \ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO5	1	2	1	1	1	2	-	-	2	-	2	2	1

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

Course Contents:

UNIT-I CONCEPT OF EDUCATIONAL MEASUREMENT AND EVALUATION 12 Hours

1. Meaning, nature, purpose of educational measurement, assessment and evaluation.
2. Relation between measurement and evaluation
3. Types of evaluation – formative and summative – meaning, characteristics, areas, differences.
4. Types of Measurement- Direct, Indirect and Relative

UNIT-II ASSESSMENT AND EXAMINATIONS 12 Hours

1. Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges
2. New trends in evaluation grading and semester system
3. External examinations in higher education: meaning, need, significance.
4. Challenges related to planning and conduct of external examinations

UNIT- III EDUCATIONAL OBJECTIVES 12 Hours

1. Concept of educational aims and objectives, relationship between aims and objectives, classification of educational objectives
2. Revised Bloom's Taxonomy of the Cognitive Domain,
3. Krathwohl and Masia's Taxonomy of the Affective Domain
4. Dave's Taxonomy of the Psychomotor Domain and Writing objective in behavioral terms

UNIT-IV LEARNING EXPERIENCES AND OUTCOMES 12 Hours

1. Learning Experiences: meaning, types, significance of value based learning.
2. Experiences Learning Outcomes: meaning, need, significance.
3. The Relationship between Objectives, Specifications, Learning Experiences and Evaluation
4. Taxonomy of Educational Objectives: Bloom's Taxonomy and Revised Bloom's Taxonomy

UNIT-V TOOLS OF EVALUATION 12 Hours

1. Concept of tools of evaluation (meaning, characteristics)
2. Performance tests – Oral and Practical – merits, limitations, suggestions for improvement
3. Written Tests – Essay type and objective type (in general only) questions – merits, limitations, suggestions for improvement;
4. Norm Referenced Testing, Criterion Referenced Testing, Online Tests – features, merits and limitations, challenges

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

1. Aggarwal, J.C. (1995). Essentials of Educational Psychology. New Delhi: VikasPublishing House Pvt. Ltd.
2. Aggarwal, J.C. (2003). Essentials of Examination System Evaluation, Tests andMeasurement. New Delhi: Vikas Publication House.
3. Best, John.W and James V. Khan (2006). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Bhatia, H.R. (1977). Textbook of Educational Psychology. New Delhi: The McMillanCompany of India Ltd.
5. Chauhan, S.S. (1988). Advanced Educational Psychology. New Delhi: Vikas Publication House. Mangal, S.K.(1999). Educational Psychology.
6. Srivastava. H.S. and Shourie.J.P. (1989). Instructional objectives of school subjects. NewDelhi:NCERT

Important Websites:

DIKSHA - <https://pmevidya.education.gov.in/diksha.html>

IGNOU- <https://www.ignou.ac.in/>

NCTE - <https://ncte.gov.in/>

List of e-Learning Resources:

1. https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/_UG_B.Ed_Education_70121%20-Educational%20Evaluation_5300.pdf
2. <https://ncert.nic.in/textbook/pdf/kehp109.pdf>



**MANDSAUR
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**M.A. Education
Detailed Syllabus**

**Semester – III
M.A. Edu 305
Teacher Education**

Course Category
L T P C
4 0 0 4

Course Objective:

- To comprehend the concept, aims and scope of teacher education in India with historical perspectives
- To analyze the recommendations of various Commissions and Committees on Teachers Education in India
- To visualize the structure and frame work of Indian Teacher Education at different levels
- To understand the concept of Pre-service and In-service Teacher Training Programmes running in various agencies such as; NCERT, NCTE, RIE, SCERT, DIET and ASC etc.
- To enable the students to understand the current trends in teacher education and agencies to develop and implement the concerned policies in India

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the fundamental concepts, Aims and Scope of Teacher Education	L1
CO2: Apply the basic structure of teacher education provided by different commissions	L2
CO3: Analyze the various UG and PG programs of Teacher Education with its need	L3
CO4: Evaluate Various Strategies and Practices of Teacher Effectiveness	L4
CO5: Create Classification of Teachers Professional Development Matrixes	L5

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs \ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	2	1	-	2	-	1	1	2	2	1
CO2	3	2	1	2	2	1	1	2	1	1	2	2	2
CO3	2	3	2	2	2	1	1	1	1	1	3	2	1
CO4	2	3	2	3	3	2	2	1	2	1	2	3	2

COs \ POs \ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO5	1	2	3	2	2	2	2	2	3	1	3	2	3

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

Course Contents:

UNIT I: Fundamentals of Teacher Education

12 Hours

1. Concept, Aims and Scope of Teacher Education
2. Historical Background of Teacher Education in India with Special Reference to the recommendation of various Commissions on Teachers Education
3. Kothari Commission, National Policy of Education 1986 and 2020, Revised POA (1992)
4. Historical development of Teacher Education in India
5. Aims and objectives of teacher education at different level: Elementary Level, Secondary Level and College level

UNIT II: Structure of Teacher Education

12 Hours

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

UNIT III: Teacher Programs

12 Hours

1. Taxonomy of Teacher Behavior
2. Post Graduate Courses in Education, Research and Innovations in Teacher Education
3. Techniques of Teacher Training, Core Teaching, Micro-Teaching, Interaction Analysis
4. Evaluation of Student Teaching
5. Implementation of Curricula of Teacher Education and Research

UNIT IV: Teacher Effectiveness

12 Hours

1. Concept, Determinants, Identification and Characteristics of Teacher Effectiveness
2. Effective Practice Teaching Internship- its Organization and Problems
3. Supervision of Practice Lessons: Observation, Assessment and Feedback to Student Teacher
4. Recent Trends and Research Activities in Teacher Education

UNIT V: Professional Development

12 Hours

1. Teaching as a Profession
2. Professional Organizations for Various Levels of Teachers and their role

3. Performance Appraisal of Teachers
4. Faculty Improvement Program for Teacher Education
5. Orientation and Refresher Courses
6. Current Problems: Teacher Education and Practicing Schools

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

- 1 Lampert, M. (2001) Teaching problems and the problems of teaching, New Haven: Yale University Press
- 2 Mohammad Miyan (2004) Professionalization of Teacher Education, Mittal Publications, New Delhi
- 3 MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi
- 4 Mangala, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi
- 5 NCERT (1987) In Service Training Package for Secondary Teachers MHRD, New Delhi
- 6 Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundation of Education, Patiala, Bawa Publication
- 7 Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers

List of e-Learning Resources:

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2. <https://www.coursera.org/>



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**M.A.
Detailed Syllabus**

Semester – III

MAEdu-302

History and Contemporary issues in Education

CourseCategory

L	T	P	C
4	0	0	4

Course Objective:

- To understand the historical perspectives of education in Pre-Independence and Post-Independence India.
- To analyze the nature of education as an area of study with multidisciplinary and trans disciplinary knowledge base.
- To know the concept, scope, significance, approaches and strategies of quality education.
- To understand the concept and implications of liberalization, privatization and globalization in the perspective of education.
- To comprehend the equalization of educational opportunities of different class, caste, religion, gender, minorities and divyangjanas well as to acquire knowledge about the value and environmental education.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Explain the historical development of education in India, including key recommendations of major commissions and committees in both pre- and post-independent periods	L1
CO2: Describe the features of contemporary Indian education and apply knowledge of policies such as NPE (1986, 1992), RTE Act (2009), SSA, RMSA, and NEP 2020 in educational contexts.	L1& L2
CO3: Examine the concept of quality education and e-learning, and analyze various approaches and strategies for improving educational quality.	L2 & L3
CO4: Analyze the impact of liberalization, privatization, and globalization on education, and evaluate the effectiveness of Public-Private Partnership (PPP) models.	L3& L4
CO5: Evaluate contemporary issues in education such as	L4& L5

equality, inclusion, and value-based education, and propose solutions to enhance educational opportunities for diverse groups.	
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**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	–	–	–	–	–	–	–	–	1	–	–
CO2	2	2	–	1	2	1	2	–	–	1	–	2	–
CO3	1	3	1	–	2	2	–	–	1	–	2	2	–
CO4	2	3	–	–	1	–	1	1	–	1	2	1	1
CO5	2	3	–	1	2	–	3	–	1	3	2	–	2

High-3 Medium-2 Low-1

Course Contents:

Unit I: Historical Perspectives on Education

Education: history and its evolution. Education in Pre-Independent India –recommendations of commissions and committees. Education in Post-Independent India –recommendations of Commissions and Committees. Mudaliyar Aayog- recommendations of Commissions.

Unit II: Education in Contemporary India

Contemporary Indian Education and its salient features. National Policy on Education – 1986, 1992. Universalization of Elementary Education – Sarva Shiksha Abhiyan RTE ACT 2009, RMSA. NEP 2020- Recommendations.

Unit III: Assured Quality Education and E-learning

Concept and scope of quality education. Need and significance of quality education. Approaches and Strategies of quality education. Need and significance of E-learning

Unit IV: Liberalization, Privatization and Globalization

Concept and implications of liberalization. Concept and implications of privatization. Public Private Partnership PPP Model of Education. Concept and implications of globalization

Unit V: Contemporary Issues in Education

Equalization of Educational Opportunities. Education of SC/ ST, OBC, differently-abled, women and minorities. Value Education. Environmental Education

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Assignment, MST,CCE)	External Assessment (EST #)
Weightage (%)	40	60

*A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:**Reference Books:**

1. Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
2. Bhattacharya, S. (2006). Sociological Foundation Of Education: Atlantic Publishers. New Delhi
3. Dhankar, N. (2010). Education In Emerging Indian Society. New Delhi: APH Publishing Corporation.
4. Dhiman, O. P. (1973). Principles and Techniques of Education. Ludhiana: Sharda Brothers.
5. Fagerling, I., and Saha, L. J.O. (1989). Education and National Development (2nd Ed.). England: Pergamon Press.
6. Kakkar, S. B. (1995). Changing Perspectives in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Mehta D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications, Books Market
8. Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education Ludhiyana: Tondan Publication, Books Market
9. National Policy and Education. (1986). MHRD. New Delhi: Govt. of India

Important Websites:

1. https://swayam.gov.in/nd2_cec19_ed03/preview
2. <https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.ijamr.com/issues>

