

KURUKSHETRA UNIVERSITY, KURUKSHETRA

Subject: M. Phil. (Education) Scheme for the session 2013-14 and onwards based on Rehabilitation Council of India's Syllabus.

PART	Theory Papers	Max Marks = 100	
		Int. Marks	Ext. Marks
Paper-I	Research Methods & Advanced Statistical Techniques	20	80
Paper-II (i)	Comparative and International Systems of Education	20	80
Paper-II (ii)	Educational Technology	20	80
Paper-II (iii)	Educational Perspective of Special Needs	20	80
Paper-II (iv)	Advanced Educational Psychology	20	80
Paper-II (v)	Educational Management: Nature & Perspective	20	80
Paper-VI (vi)	Philosophy of Education	20	80
Two Seminars		50 marks each.	

Dissertation & Viva Voce would be assessed by external examiner and would be awarded Grade.

KURUKSHETRA UNIVERSITY KURUKSHETRA
MASTER OF PHILOSOPHY IN EDUCATION (M. Phil.)
2013-2014

The duration of the course of Instruction for the Master of Philosophy in Education degree shall be one year. There will be two courses. Course-I is compulsory & Course – II is optional. Two seminars and a Dissertation will be compulsory.

Theory papers will be of 100 marks each (80 marks for External Evaluation and 20 marks for Internal Assessment). Seminars would be of 50 marks each. In each course, the candidate will be required to attempt five questions out of which question number 1 (Short-answer Type Question) will be compulsory. The candidate will be required to attempt remaining four questions i.e. one question from each unit in three hours. The Internal Assessment of twenty marks will be based on one Class/House Test (10 marks), and one Assignment (10 marks) in each theory paper. Maximum External evaluation marks in each theory paper will be 80.

Course-I Research Methods & Advanced Statistical Techniques.-100 (Ext. 80 + Int. 20)

Course-II Any one of the following:

- (i) Comparative and International Systems of Education. -100 (Ext. 80 + Int. 20)
- (ii) Educational Technology -100 (Ext. 80 + Int. 20)
- (iii) Educational Perspective of Special Needs -100 (Ext. 80 + Int. 20)
- (iv) Advanced Educational Psychology. -100 (Ext. 80 + Int. 20)
- (v) Educational Management: Nature & Perspective. -100 (Ext. 80 + Int. 20)
- (vi) Philosophy of Education -100 (Ext. 80 + Int. 20)

Two Seminars of 50 marks each.

Dissertation & Viva Voce would be assessed by external examiner and would be awarded Grade.

1. Prof. Rajender Singh Yadav
2. Prof. Sushama Sharma
3. Prof. Puran Singh
4. Prof. Ramana Sood
5. Prof. Sangeeta
6. Prof. Rita Chopra
7. Prof. Sushil Kumar
8. Dr. Neelam Dhamija
9. Mr. Rajvir Singh
10. Dr. Jyoti Khajuria
11. Dr. Sushma Gupta

MODEL PAPER
(For M.Phil)
w.e.f. 2013

Time: 3 hrs

Max. Marks: 100

Ext.-80

Int.-20

- Note: (1) Attempt 5 questions in all, selecting one question from each part.
(2) Question no.1 is compulsory.
(3) All questions carry equal marks.

Compulsory

1. Write short notes on the following 16(4X4)
a.
b.
c.
d.

Unit-I

2. 16

OR

3. 16

Unit-II

4. 16

OR

5. 16

Unit-III

6. 16

OR

7. 16

Unit-IV

8. 16

OR

9. 16

Instructions for the paper setter

Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions. Q. No. 1 will be compulsory and from the entire syllabus. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.

MASTER OF PHILOSOPHY (EDUCATION)
COURSE-I: RESEARCH METHODS AND ADVANCED STATISTICAL TECHNIQUES.

Time: 3 hrs

Max. Marks: 100

Ext.-80

Int.-20

- Note:** (1) Attempt 5 questions in all, selecting one question from each part.
(2) Question no.1 is compulsory.
(3) All questions carry equal marks.

Objectives:

The students will be able to-

- (i) Comprehend the role of research in theory and practice of education
- (ii) Develop inquisitive mind and spirit of inquiry
- (iii) Develop competence to design, execute and report research in education
- (iv) Apply research findings in education practices
- (v) Describe and apply the advance statistical techniques in data analysis.

UNIT-I

1. Nature Methods and steps of the following approaches for acquiring knowledge
 - Dialectical
 - Scientific
 - Developmental research
 - Ethnographic Research
2. Areas of Educational Research with respect to
 - Content of Education
 - Instruction Learning and Evaluation
 - Economic and Political Situations
 - Social and Cultural Needs
 - Historical Context
 - Priority areas of Educational Research
3. Ethical Issues in Educational Research

UNIT-II

4. Techniques of data collection and processing:
 - Attitude Scale
 - Sociometric Technique
 - Content analysis
 - Semantic differential techniques
5. Regression and Prediction
Concept, assumptions, uses, computation, and significance of following:-
 - Linear Regression Equation
 - Multiple Regression Equation

UNIT-III

6. Standardization of an Achievement Test.
 - Characteristics of a good Research tool.
 - Construction and Steps of Standardization of an Achievement Test
7. Advanced Techniques of Correlation
Concept, assumptions, uses, computation, and significance of following:-
 - Partial correlation
 - Multiple correlation
 - Biserial correlation
 - Point biserial correlation
 - Phi
 - Tetrachoric

UNIT-IV

8. Methodological Issues in Educational Research with reference to the problems of:
 - Sampling
 - Data Collection
 - Interpretation of results
 - Factors Influencing Validity of Research and How to increase the validity of Research
9. Parametric Tests of Data Analysis
Concept, assumptions, uses, computation, and significance of following:-
 - ANOVA One Way
 - ANOVA Two Way with and without Replication
10. Non-Parametric Test
 - (i) Median Test
 - (ii) Chi square test
 - (iii) K-S-Test

BOOKS RECOMMENDED

1. Aggarwal, Y.P. (1998). *Statistical Methods*, New Delhi, Sterling Publishers.
2. Aggarwal, Y.P. (1998) *the Science of Educational Research: A Source Book*, Kurukshetra: Nirmal Book Depot.
3. Ary, D., Jacob, L.C & Sorensen, C.(2010). *Introduction to research in education*, 8th 5th International edition: USA. Wadsworth Cenage Learning
4. Best, J. W. & Kahn J. V. (2005). *Research in Education*, New Delhi: Prentice Hall.
5. Burns, R.B. (1991) *Introduction to Research in Education*, New Delhi: Prentice Hall.
6. Ferguson, G.A. (1976) *Statistical Analysis in Psychology and Education*, New York McGraw Hill.
7. Garrett,H.E. (1973). *Statistics in Psychology and Education*, Bombay Vakils, Feffer and Simon.
8. Glass, G. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, Needham Heights, A. Simon & Schuster Company.
9. Good, C.V. & Douglas, E. S. (1954). *Methods in Social Research*, New York: Mc Graw Hill.

10. Gravetter, F.J. & Wallnau, L.B. (2009). *Statistics for the behavioral sciences*. 5th International edition: USA. Wadsworth Cenage Learning
11. Guilford, J.P. and Benjamin, F. (1973). *Fundamental Statistics in Psychology and Education*, McGraw Hill, New York
12. Kerlinger, F.N. (1973). *Foundation of Behavioral Research*, New York: Holt Rinehart and Winston.
13. Koul, L. (1988). *Methodology of Educational Research*, New Delhi, Vikas Publications.
14. Kurtz, A.K. & Mayo, S.T. (1980). *Statistical Methods in Education and Psychology*, New Delhi
15. McMillan, James, H. & Schumacher, S. (1989). *Research on Education: A Conceptual Introduction*, New York: Harper and Collins.
16. Miller, D.C. & Salkind, N.J. (2002). *Handbook of Research Design and Social Measurement*, London: Sage Publications.
17. Minium, E.W., King B.M., & Bear, G. (1995). *Statistical Reasoning in Psychology & Education*, Canada: John Wiley & Sons.
18. Mouly, A.J. (1963). *The Science of Educational Research*, New Delhi: Eurasia.
19. Neuman, W.L. (1997) *Social Research Methods: Qualitative and Quantitative Approaches*, Boston: Allyn and Bacon.
20. Ruane, J.M. (2004) *Essentials of Research Methods to Social Science Research*, Blackwell Publications.
21. Siegel, S. (1986) *Non-Parametric Statistics*, New York: McGraw Hill.
22. Travers, R.M.W. (1978). *An introduction to Educational Research*, New York: Mcmillan.
23. Van, D., D.B. (1962) *Understanding Educational research*, New York: Mc Graw Hill.
24. Cohen, L. & Lawrence, M. (1980). *Research methods in education*, London: Groom Helm
25. Fox, J. (1962). *The Research Process in education* New York: D. Van Nostrand
26. Lehmann, J. & Mearens, W.A., (1979). *Educational Research: readings in forces*, IBH Publishing Co.

MASTER OF PHILOSOPHY (EDUCATION)
COURSE-II (i): COMPARATIVE AND INTERNATIONAL SYSTEMS OF EDUCATION

Time: 3 hrs

Max. Marks: 100

Ext.-80

Int.-20

Note: (1) Attempt 5 questions in all, selecting one question from each unit.

(2) Question no.1 is compulsory.

(3) All questions carry equal marks.

Objectives: The students will be able to-

- Understand the concept and scope of comparative education.
- Make themselves aware of different factors which influence the educational systems of different countries.
- Acquaint themselves with different approaches of comparative education.
- Illustrate the educational systems of countries like U.S.A., U.K., Japan and India.
- Make comparison between the educational systems of different countries at different levels.
- Acquaint themselves with the educational problems of different countries.

Unit-I

- Concept, Purpose, Importance & Scope of Comparative Education
- Factors affecting educational systems of different countries
- Approaches to the study of Comparative Education: Historical, Philosophical & Sociological
- New trends and significance of research in comparative education

Unit-II

- Study of the Educational System of U.K., U.S.A., & Japan with special reference to Primary Education & Secondary Education
- Primary Education in India, Universalisation of Elementary Education, DPEP, SSA, RTE-2009, Secondary Education in India, Vocationalisation of Secondary Education

Unit-III

- Study of the Educational System of U.K., U.S.A., & Japan with special reference to Higher Education
- Higher Education In India, Role of UGC, Problems of Higher Education in India

Unit-IV

- Distance Education in U.K., U.S.A., & Japan
- Educational Administration in U.K., U.S.A., & Japan
- Distance Education in India, Role of IGNOU in Distance Education & Problems of Distance Education in India

BOOKS RECOMMENDED

Arnové, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. U.S.A: Rowman and Little field Publisher.

Bereday G.Z.F. (1967). *Comparative Methods in Education*, New Delhi: Oxford and IBH Publishing Co.

Chaubé, S.P. & Chaubé, A. (2007). *Comparative Education*. Noida: Vikas Publishing House.

Chaubey S.P.(1969). *Comparative Education*, Agra: Ram Prasad and sons Publishers

Cramer J.F. and Brown G.S., (1965). *Contemporary Education: A comparative study of National Systems*. New York: Naracourt Brace and Co.

Edmund J. King (1968). *Comparative Studies and Educational Decisions*. London: Mathuen Educational Ltd.

Dent H.C., (1981). *Educational Systems of England*. London: George Allen

Gazette of India. (2009). *The Gazette of India – Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice.

Kandel I.L. (1963). *Studies in Comparative Education*. New York: George Harrap

Kubow, Patriva K., & Fossum, Paul R. (2007). *Comparative Education: Exploring Issues in International Context*. U. S. A.: Pearson/Merrill/Prentice Hall Publishers.

Mundy, Karen. ,Bickmore, Kothy. ,Hayhoe Ruth. ,Madden, Meggan. & Madjidi, Katherine. (2008). *Comparative and International Education: Issues for Teachers*. U.S.A.: Teacher College Press.

MHRD. (1995). *DPEP Guidelines*, New Delhi: Govt. of India.

MHRD. (2011). *Sarva Shiksha Abhiyan – Frame Work for Implementation Based on Right of Children to Free and Compulsory Education Act, 2009*. New Delhi : Govt. of India.

MHRD. (2012). *Voices of Teachers and Teacher Educators*. Vol. 1, issue 1, Jan. 2012. MHRD, Govt. of India. Udaipur: Preparation of the Publication at Vidya Bhawan Society.

NCERT. (2012). *Impact of In-Service Teacher Training on Class room Transaction in Haryana*.

NUEPA. Elementary Education in India- Where do we Stand? New Delhi :State and District Report Cards (Yearly Publication)

Shrivastava, S.K. (2005). *Comparative Education*. New Delhi: Anmol Publications Pvt. Ltd.

Sodhi, T.S. (2005). *A Text Book of Comparative Education-Philosophy, Patterns and Problems of National Systems*, New Delhi. Vikas Publishing House Pvt. Ltd.

Sodhi, T.S. (2007). *Textbook of Comparative Education*. Noida: Vikas Publishing House.

Reddy R.S. *The methods of analysis and enquiry publisher, Ajay Verma, Common wealth publisher 4378/4B, Mutali Lal Street, Ansari Road, New Delhi.*

Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. Ambala Cantt: The Associated Publishers.

MASTER OF PHILOSOPHY (EDUCATION)
COURSE–II (ii): EDUCATIONAL TECHNOLOGY

Time: 3 hrs

Max. Marks: 100

Ext.-80

Int.-20

- Note:** (1) Attempt 5 questions in all, selecting one question from each part.
(2) Question no.1 is compulsory.
(3) All questions carry equal marks.

Objective:

The students will be able to-

- define the concept, origin, scope and characteristics of educational technology.
- illustrate the meaning of communication and different components of communication.
- explain the concept of teaching.
- describe different models of teaching.
- develop skill of designing instructional system.
- describe the different evaluation tools.
- write a critical note on the origin and concept of programmed learning.
- understand the principles of programming.
- understand different styles of programming.
- acquaint themselves with different stages of programme development.
- understand individualized learning techniques.

Unit-I

- Origin of Educational Technology
- Meaning, Characteristics & Scope of Educational Technology
- Components of Educational Technology
- Systems Approach, steps of systems approach and its characteristics.
- Media and Instructional technology

Unit-II

- Concept of Communication.
- Components of communication process: Sender, Media, Message, receiver & Feedback
- Principles of effective Communication
- Class-Room Communication
- Barriers coming in the way of effective communication
- Concept of teaching.
- Teaching as different from Indoctrination, instruction, conditioning and training
- Relationship between teaching and learning.

Unit-III

- Models of Teaching: Meaning & Concept
- Jurisprudential inquiry Model
- Syntetics Model for enhancing creative thought
- Non-Directive teaching: the learner at the center
- Designing Instructional system: Writing objectives in behavioral terms, Task analysis, Development of evaluation Tools : Norm Referenced test and criterion Referenced Test

UNIT-IV

- Origin, Meaning & Principles of programmed Instruction
- Types of programming: Linear, Branching and Mathematics
- Development of programmed Instructional Material : Preparation Stage, Writing Stage, Try out & Evaluation stage
- Individualized learning techniques: Directed Study of material in text-books, Modular Approach, Self-Instruction via Audio-Visual Media, Computer Assisted Instruction, E- Learning
- Application of Educational Technology in Distance Education

SUGGESTED READINGS

1. Davies, I.K. (1971) the Management of Learning, London: Mc Graw Hill
2. Dececco, J.P. (1998) the Psychology of Learning and Instruction, New Delhi: Prentice Hall
3. Joyee, B. & Weil. (1992) M. Models of caching, New Delhi Prentice Hall
4. Kukkarni, S.S. (1986), Introduction to Educational Technology, New Delhi: Oxford & IBH Publishing Company
5. Kumar, K.L. (1996), Educational Technology, New Delhi: New Age International Publishers
6. Locatis, C.N. & Atkinson, F.D., (1984) Media and Technology for Education and Training, London: charles E. Publishing Co.
7. Mavi, N.S., (1984) Programmed Learning- an Empirical approach, Kurukshetra: Vishal Publishers.
8. Mikhopadhayay, M. (Ed.), (1990) Educational Technology, New Dellhi: Sterling
9. Pandey S.K. (1997) Teaching Communication, New Delhi: Commonwealth Publishers
10. Pandey, K.P. (1980)A first Course in Instructional technology, Delhi: Amitash Parkashan
11. Pandey, K.P. (1983) Dynamics of Teaching Behavior, Gaziabad: Amitash Prakashan
12. Percival, F. & Ellington, H. (1988) a handbook of Educational Technology, New York: Konhgan Page
13. Skinner, B.F., "The technology of teaching ", New York; Appleton Century Crafts, 1968.

MASTER OF PHILOSOPHY (EDUCATION)
COURSE-II (iii): EDUCATIONAL PERSPECTIVE OF SPECIAL NEEDS

Time: 3 hrs

Max. Marks: 100

Ext.-80

Int.-20

Note: (1) Attempt 5 questions in all, selecting one question from each part.
(2) Question no.1 is compulsory.
(3) All questions carry equal marks.

Objective:

The students will be able to-

- define the concept of special needs
- describe educational provisions for children with special needs
- explain the recent trends in the education and rehabilitation of children with special needs
- describe critically the international and national declarations, proclamations and affirmations for special needs
- explain various issues in teacher preparation in special education
- describe national disability resources and technological resources for children with special needs

UNIT-I

Children with special needs: Concept and Classification. Educational Considerations for children with Special Needs (Special Education, Integrated Education, Inclusive Education).

Inclusive Education: Concept & indicators of inclusion:

An overview of special needs (Meaning, identification, characteristics etc.)

- (a) Visual Impairment
- (b) Hearing Impairment
- (c) Physical Disability
- (d) Intellectual Challenges
- (e) Learning Disabilities
- (f) Emotional & Behavioural Disorders
- (h) Communication Disorders
- (i) Attention – Deficit – Hyperactivity – Disorder
- (j) Special Gifts and Talents
- (k) Autism Spectrum Disorder

UNIT-II

Recent issues in the education and rehabilitation of children with special needs

- (a) Least Restrictive Environment
- (b) Early Identification and Intervention
- (c) Community Based Rehabilitation
- (d) Transition
- (e) Early Childhood Care and Education
- (f) I.E.P. Development

(A) Recent Declarations, Proclamations and Affirmations – (At International Level)

- (a) UNESCAP (1992)
- (b) UNESCO Salamanca Statement (1994)
- (c) Dakar Framework for Action (The world Education Forum) (2000)
- (d) Individual with Disabilities Education Improvement Act; USA (2004)
- (e) Biwako Millennium Framework for Action towards inclusion, barrier free, rights based society
- (f) UNCRPD

(B) Recent Declarations, Proclamation and Affirmations – (At National Level)

- (a) National Policy on Education - 1986; Revised Programme of Action (1992)
- (b) Rehabilitation Council of India Act (1992)
- (c) Persons with Disabilities Act (1995)
- (d) National Trust for the Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (2000)
- (e) National Policy for Persons with Disabilities (2006)

UNIT-III

Educational perspective of special needs:

- (a) Visual Impairment
- (b) Hearing Impairment
- (c) Physical Disabilities
- (d) Intellectual challenges
- (e) Learning Disabilities
- (f) Emotional & Behavioural Disorders
- (h) Communication Disorders
- (i) Attention – Deficit – Hyperactivity – Disorder
- (j) Special Gifts and Talents

- . Teacher Preparation in Special Education – Teaching competencies, collaborative consultation and communication

UNIT-IV

National Disability Resources:

- (a) National Institute for the Visually Handicapped, Dehradun
- (b) National Institute for the Mentally Handicapped, Secunderabad
- (c) Ali Yavar Jung National Institute for the Hearing Handicapped, Mumbai
- (d) National Institute for the Orthopedically Handicapped, Kolkatta
- (e) National Institute for Rehabilitation, Training and Research, Cuttack
- (f) Institute for the Physically Handicapped, New Delhi
- (g) National Institute for the Empowerment of Multiple Handicapped, Chennai

Technological Resources – Information, Communication, Learning and Supportive Technology for children with special needs.

SUGGESTED READINGS

- Berdine, W. H., & Blackhurst, A.K. (1985). *An Introduction to Special Education*, Boston: Harper Collins
- Fernandez, G., Koenig, C., Mani, M.N. G., & Tesni, S. (1999). *See with the blind: Trends in education of the visually impaired*, Bangalore: CBM and Books for Change
- Gearheart, B.R., Ruitter, J.A., & Sileo, T.W. (1988). *Teaching Mildly and Moderately Handicapped Students*. New Delhi: Prentice Hall of India
- Giuliani, G. & Pierangelo, R. (2006). *The Big Book of Special Education resources*, CA: Corwin Press
- Hallahan D. P., & Kauffman, J. M. (2000). *Exceptional learners: An introduction to special Education*, Boston: Allyn & Bacon
- Hewett, F.M., & Forness S.R. (1984). *Education of Exceptional Learner*. MA: Allyn & Bacon
- Kirk, S. A., & Gallagher, J.J. (2000). *Education of Exceptional Children*. Boston: Houghton Mifflin
- Kundu, C.L., Singh, J. P., & Ahluwalia, H.P.S. (2005). *Accredited institutions of Rehabilitation Council of India*. New Delhi: RCI
- Loreman, T., Deppler, J., & Harvey, D. (2005). *Inclusive Education: A Practical Guide to Supporting Diversity in the classroom*, NY: Routedledge Falmer
- Oslon, J. L., & Platt, J. M. (1996). *Teaching the Adolescence with Special Needs*, NJ: Prentice Hall
- Rao, I., Prahladrao, S., & Pramod, V. (2010). *Moving away from Labels*, Bangalore: CBR network (South Asia)
- Singh, J. P., & Dash, M. K. (2005). *Disability Development in India*, New Delhi: RCI
- WHO (1980). *International Classification of Impairments, Disabilities and Handicaps*, Geneva: WHO
- WHO (2001). *ICF: International Classification of Functioning, Disability and Health*. Geneva: WHO

MASTER OF PHILOSOPHY (EDUCATION)
COURSE-II (iv): ADVANCED EDUCATIONAL PSYCHOLOGY

Time: 3 hrs

Max. Marks: 100

Ext.-80

Int.-20

Note: (1) Attempt 5 questions in all, selecting one question from each part.
(2) Question no.1 is compulsory.
(3) All questions carry equal marks.

Objectives: The students will be able to:

1. Explain the main features of Hermic, Psychoanalysis, Behaviourism and Gestalt Schools of Thought and their educational significance.
2. Define the nature of motivation and different theories of motivation.
3. Identify the relevant attributes of individual differences.
4. Explain the characteristics of the academically gifted, creative and disadvantaged children and educational provisions for them.
5. Understand the nature of Ausubel, Bruner and Gagne theories of learning.
6. Understand the concept of attitude and theories of attitude change.
7. Explain the concept of Educational Technology and Programme Instruction.
8. Understand the concept and principles and teaching at memory, understanding and reflection level.

UNIT-I

- Contribution of schools of Psychology to Education
- Hermic school of Psychology
- Psychoanalysis school of Psychology
- Behaviourism school of Psychology
- Gestalt school of Psychology.

- Concept of Motivation
- Basic needs or Urges-Biological and Socio-psychological
- Theories of Motivation
- Teacher's Motivation functions
- Factors affecting Motivation

UNIT-II

- Concept of Individual Differences
- Sources of Individual Differences
- Areas of Individual Differences
- The Academically Gifted Children their characteristics and education
- Creative Children and their characteristics and education
- Concept of Disadvantaged child: Social conditions, Learning conditions, Programmes, Practice & Teachers.

UNIT-III

- Concept of Learning
 - Nature of Learning
 - Types / forms of Learning
 - Ausubel's meaningful reception learning and advanced organizers
 - Bruner's Theory of learning
 - Gagne's hierarchy of learning types and conditions.
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- Concept and Components of Attitudes
 - Functions of Attitudes
 - Development of Attitude
 - Attitudes Change-Theories of Attitude Change. (Learning theories, Cognitive dissonance and Balance theory).

UNIT-IV

- Origin, Concept of Educational Technology
- Concept of Programmed Instruction and Principles
- Concept of Learning and Teaching
- Phases of Teaching
- Principles of Teaching at Memory, Understanding and Reflective Levels.

BOOKS RECOMMENDED

1. Aggarwal, J.C. (2009). *Essentials of educational psychology*. Vikas Publishing, New Delhi
2. Ausubel, D.P. (1967). *The psychology of meaningful verbal learning: An Introduction to School Learning*. Grune and Stratton, New York.
3. Ausubel D.P. and Floyd R.G. (1966). *Educational psychology*. New York, holt-Rinehart and Winston Inc.
4. Bohner, G. Wanke, M. (2008). *Attitudes and attitude change*. PrenticeHall, New York.
5. Brain, C. (2002). *Advanced psychology: application*. Issues and Perspectives, Nelson Thornes, U.K.
6. Dash, M. (2000). *Education of exceptional children*. Atlantic Publisher, New Delhi.
7. David G. Myers. (2007). *Social psychology*. Tata Mcgraw Hill, New Delhi.
8. Freeman, F.S. (1968). *Theory and practice of psychological testing*. Oxford, Calcutta
9. Hilgard, E.R. (1956). *Theories of learning*. Appleton Holt. New York.
10. Panda, B.B. (2009). *Fundamentals of educational psychology*. Sangeeta Printers, Cuttack.
11. Pandey, K.P. (1983). *Dynamics of teaching behavior*. Amitash Parkashan, Delhi.
12. Pandey, K.P. (1980). *A first course in instructional technology*. Amitash Parkashan, Delhi.
13. . Shelly E. Taylor et.al. (2000). *Social psychology*. Practice Hall, Ohio.
14. Smith, W.L. and Moore J.W. (1962). *Programmed learning: theory and research*. (Ed.) D. Van Nostreded Company, New York
15. Walloch, M.A. & Kogan, N. (1965). *Modes of thinking in young children; a study of creativity*. Oxford, Calcutta.

MASTER OF PHILOSOPHY (EDUCATION)
COURSE-II (v): EDUCATIONAL MANAGEMENT: NATURE AND PERSPECTIVE

Time: 3 hrs

Max. Marks: 100

Ext.-80

Int.-20

- Note:** (1) Attempt 5 questions in all, selecting one question from each part.
(2) Question no.1 is compulsory.
(3) All questions carry equal marks.

Objectives:

The students will be able to-

1. develop a perspective for viewing education as an organization and analyse various dimensions of its functioning.
2. acquaint them with different view points of educational management and their feasibility in explaining actual functioning of educational organizations.
3. analyze critically the emerging issues in educational management.

UNIT-I

Educational Management

- Nature and scope of educational management.
- Educational management and educational administration varied views.
- Functions of educational management.

Efforts towards theorization of Educational Management.

- Existing viewpoint of educational management.
- Traditional versus modern views and their applicability to education.

UNIT-II

Leadership in Educational Management

- Meaning and scope
- Styles
- Approaches
- Assessment

Human Resource Development

- The concept
- Education and manpower planning.
- Education and economic development

UNIT-III

Communication in Organizational Behaviour (OB)

- Meaning and scope of communication
- Causes of communication breakdown
- Internal vs. external communication
- Achieving effective communication

Decision-making and decision in Organizational Behaviour

- Meaning and types of decision making
- Difficulties in decision making
- Determinants of decision making
- Decision-making as a process

UNIT-IV

Latest Trends in Educational Management

- Organisational commitment
- Organisational health
- Role performance
- Conflict management

Supervision

- Meaning, Nature & Functions
- Traditional and Modern concepts of supervision
- Planning, organizing & implementing Supervisory Programmes
-

BOOKS RECOMMENDED

- Ansari, M.M. (1987), Education and Economic development, New Delhi
- Davis. K. (1983) Human Behaviour at work, organization & behaviour, New York, Tata Mcgraw Hill
- Dhar Upinder, Santosh, case method in Management Education
- Michael B. Youngman: Analysis Social and educational research data, Mc Graw Hill Book Company, U.K. Ltd.
- Narbision, I.F. (1967), Educational planning and Human Recourses Development, Paris, Inese
- Narding . N., (1987), Management Appreciation, London Pitman publishing
- Ravishanker. S. and Mishra R.K. (1988) , Human resource Development Bombay, Dhruv and Deep
- Spears. N. (1955), improving the supervision of instruction, New York, prentice Hall
- Thakur Brvender: Research Methodology in social science, Deep & Deep Publication Ltd., F-159, Rajouri Garden, New Delhi

MASTER OF PHILOSOPHY (EDUCATION)
COURSE-II (vi): PHILOSOPHY OF EDUCATION

Time: 3 hrs

Max. Marks: 100

Ext.-80

Int.-20

Note: (1) Attempt 5 questions in all, selecting one question from each part.
(2) Question no.1 is compulsory.
(3) All questions carry equal marks.

Objectives:

The learner will be able to-

- Describes the functions and problems of Philosophy.
- Explain the Philosophy of Idealism; Realism, Pragmatism, Naturalism and Existentialism and their influence on education practices.
- Describe Indian schools of philosophy and their place in educational practices with reference to Sankhya, Vadanta, Buddhism, Jainism and Islamic traditions.
- Illustrate the educational thoughts of Indian philosophers with reference to Vivekanand, Gandhi, Tagore and Aurobindo.

UNIT-I

. Functions and Major Problems of Philosophy

- (a) (i) Speculative Functions
- (ii) Analytical Functions
- (iii) Prescriptive Functions
- (b) (iv) Ontological Problems–Truth, Reality, Existence
- (v) Epistemological Problems–Sources of Knowledge and validity of knowledge.
- (vi) Axiological Problems–Ethical, Aesthetic, Religious and Social values in life.

UNIT-II

Idealism, Realism, Pragmatism, naturalism and Existentialism with special reference to the concepts and knowledge, reality and values, their educational implications for aims, contents and methods of education.

UNIT-III

Contemporary Indian Philosophical thought and the Educational Process:

- i. Swami Vivekanand and Spiritual Renaissance
- ii. Gandhi's Philosophy of Basic Education
- iii. Tagore and Humanistic Education
- iv. Aurobindo's Educational Ideas.

UNIT-IV

National values as enshrined in the Indian Constitution and their educational implications

- Education & National Values
- Human Rights and Educational System
- Social Philosophy of education-Freedom, Equality, Democracy and Responsibilities.

BOOKS RECOMMENDED

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- 20 Taneja,V.R.(2002) *Foundations of Education*, Chandigarh: Mohindra Capital Publishers.