**KURUKSHETRA UNIVERSITY KURUKSHETRA**

(Established by the State Legislature Act-X-II of 1956)

**M.A. Education**

**(2-Years)**

**(Four Semesters)**

**SYLLABUS**

**CBCS**

**DEPARTMENT OF EDUCATION**

**2020-21**

**KURUKSHETRA UNIVERSITY, KURUKSHETRA**

**M.A. EducationSyllabus - CBCS**

**SEMESTER-I**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Course code** | **Course title** | **Examination Marks** | **Total Marks** | **Credits** | **Teaching. hour per****week** | **Examination Hrs.** |
| **External** | **Internal** |
| 1 | MAEd 101 |  Philosophical Foundations of Education (Part one) | 80 | 20 | 100 | 4 | 4 | 3 |
| 2 | MAEd102 | Sociological Foundations of Education (Part One) | 80 | 20 | 100 | 4 | 4 | 3 |
| 3 | MAEd103 | Psychological Foundations of Education (Part One) | 80 | 20 | 100 | 4 | 4 | 3 |
| 4 | MAEd 104 | Research methods in Education (Part One) | 80 | 20 | 100 | 4 | 4 | 3 |
| 5 | MAEd 105 | Methods of data Analysis in Education (Part One) | 80 | 20 | 100 | 4 | 4 | 3 |

 **SEMESTER-II**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sr. No.** | **Course code** | **Course title** | **Examination Marks** | **Total Marks** | **Credits** | **Teaching. hour per****week** | **Examination Hrs.** |
| **External** | **Internal** |
| 1 | MAEd201 |  Philosophical Foundations of Education (Part Two) | 80 | 20 | 100 | 4 | 4 | 3 |
| 2 | MAEd202 | Sociological Foundations of Education (Part Two) | 80 | 20 | 100 | 4 | 4 | 3 |
| 3 | MAEd203 | Psychological Foundations of Education (Part Two) | 80 | 20 | 100 | 4 | 4 | 3 |
| 4 | MAEd204 | Research methods in Education (Part Two) | 80 | 20 | 100 | 4 | 4 | 3 |
| 5 | MAEd205 | Methods of data Analysis in Education (Part Two) | 80 | 20 | 100 | 4 | 4 | 3 |
| 6 | OESS-I | Education for peace and human rights | 40 | 10 | 50 | 2 | 2 | 2 |

**SEMESTER-III**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  **S. No.** | **Course code** | **Course title** | **Examination Marks** | **Total Marks** | **Credits** | **Teaching. hour per****week** | **Examination Hrs.** |
| **External** | **Internal** |
| 1 | MAEd301 | Curriculum Development and Comparative Education(Part One) | 80 | 20 | 100 | 4 | 4 | 3 |
| 2 | MAEd302 | Contemporary Issues in Indian Education (Part One) | 80 | 20 | 100 | 4 | 4 | 3 |
| 3 | MAEd303 | Optional I: Any one of the following: | 80 | 20 | 100 | 4 | 4 | 3 |
|  |  | (A) Special Education (Part one) | 80 | 20 | 100 | 4 | 4 | 3 |
|  |  | (B) Educational Measurement and Evaluation (Part one) |  |  |  |  |  |  |
|  |  | (C) Teacher Education (Part One) |  |  |  |  |  |  |
|  |  | (D) Computer Education (Part One) |  |  |  |  |  |  |
|  |  | (E) Adult and Continuing Education |  |  |  |  |  |  |
| 4 | MAEd304 | Optional II: Any one of the following: | 80 | 20 | 100 | 4 | 4 | 3 |
|  |  | (A) Management and administration of Education (Part One) |  |  |  |  |  |  |
|  |  | (B) Educational technology (Part One) |  |  |  |  |  |  |
|  |  | (C) Educational and Vocational Guidance |  |  |  |  |  |  |
|  |  | (D) Mental Hygiene and Education |  |  |  |  |  |  |
|  |  | (E) Economics of Education (Part One) |  |  |  |  |  |  |
| 5. | OESS-II | Education of learners with diverse needs | 40 | 10 | 50 | 2 | 2 | 2 |

**SEMESTER-IV**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Course code** | **Course title** | **Examination Marks** | **Total Marks** | **Credits** | **Teaching hours per** **week** | **Examination Hrs** |
| **External** | **Internal** |
| 1. | MAEd-401 | Dissertation | -- | -- | 100 | 4 | 4 | 3 |
| 2. | MAEd402 | Curriculum Development and Comparative Education(Part Two) | 80 | 20 | 100 | 4 | 4 | 3 |
| 3. | MAEd-403 | Contemporary Issues in Indian Education (Part Two) | 80 | 20 | 100 | 4 | 4 | 3 |
| 4. | MAEd-404 | Optional I: Any one of the following: | 80 | 20 | 100 | 4 | 4 | 3 |
|  |  | (A) Special Education (Part Two) | 80 | 20 | 100 | 4 | 4 | 3 |
|  |  | (B) Educational Measurement and Evaluation (Part Two) |  |  |  |  |  |  |
|  |  | (C) Teacher Education (Part Two) |  |  |  |  |  |  |
|  |  | (D) Computer Education (Part Two) |  |  |  |  |  |  |
|  |  | (E) Adult and Continuing Education |  |  |  |  |  |  |
| 5. | MAEd405 | Optional II: Any one of the following: | 80 | 20 | 100 | 4 | 4 | 3 |
|  |  | (A) Management and administration of Education (Part Two) |  |  |  |  |  |  |
|  |  | (B) Educational technology (Part Two) |  |  |  |  |  |  |
|  |  | (C) Educational and Vocational Guidance |  |  |  |  |  |  |
|  |  | (D) Mental Hygiene and Education |  |  |  |  |  |  |
|  |  | (E) Economics of Education (Part Two) |  |  |  |  |  |  |
| 6. | MAEd-406 | Field Work | -- | -- | 50 | 2 |  |  |

 **M.A. (EDUCATION) -** CBCS

**w.e.f. Session – 2020-21**

The duration of the course leading to the Degree of Master of Arts (M. A.) in Education shall be of Four Semesters. In first year, there shall be two semesters consisting of five courses each. In the second and final year there will be two semesters consisting of four theory papers in Semester III

and Four Theory papers & one Dissertation/practicum cum Field work for all students in semesterIV.

Theory papers will be of 100 marks each (80 marks for external evaluation and 20 marks for internal assessment). Dissertation will be of 100 marks (75 marks for Dissertation and 25 marks for Viva Voce). Field work will be of 50 marks. External and internal examiners will evaluate Dissertation and Field work jointly.

Internal assessment will be based on the guidelines released by university.

In each theory paper, the candidates will be required to attempt five questions, including one compulsory question comprising of four short notes, in three hours.

**All theory papers in all the four semesters are of four credits.**

**FIRST YEAR**

**Semester-**I

M.A.Ed101: Philosophical Foundations of Education (Part one) 80 (External) +20 (Internal)=100

M.A.Ed102: Sociological Foundations of Education (Part One) 80 (External) +20 (Internal)=100

M.A.Ed 103: Psychological Foundations of Education (Part One) 80 (External) +20 (Internal)=100

M.A.Ed104: Research methods in Education (Part One) 80 (External) +20 (Internal)=100

M.A. Ed105: Methods of data Analysis in Education (Part One) 80 (External) +20 (Internal)=100

**Semester-II**

M.A.Ed201: Philosophical Foundations of Education (Part Two) 80 (External) +20 (Internal)=100 M.A.Ed202: Sociological Foundations of Education (Part Two) 80 (External) +20 (Internal)=100 M.A.Ed203: Psychological Foundations of Education (Part Two) 80 (External) +20 (Internal)=100 M.A.Ed204: Research methods in Education (Part Two) 80 (External) +20 (Internal)=100

M.A.Ed205: Methods of data Analysis in Education (Part Two) 80 (External) +20 (Internal)=100

 OESS-I Education for peace and human rights

**SECOND YEAR**

**Semester-III**

M.A.Ed301: Curriculum Development and Comparative Education (Part one) 80 (External) +20 (Internal)=100

M.A.Ed302: Contemporary Issues in Indian Education (Part One) 80 (External) +20 (Internal)=100

M.A.Ed303: **Optional I: Any one of the following:**

(A)Special Education (Part one) 80 (External) +20(Internal)=100

(B) Educational Measurement and Evaluation (Part one) 80 (External) +20 Internal)=100

(C) Teacher Education (Part One) 80 (External) +20(Internal)=100

(D) Computer Education (Part One) 80 (External) +20(Internal)=100

(E) Adult and Continuing Education (Part One) 80 (External) +20(Internal)=100

M.A.Ed304: **Optional II: Any one of the following:**

(A) Management and administration of Education (Part One) 80 (External)+20 (Internal)=100

(B) Educational technology (Part One) 80 (External) +20(Internal)=100

(C) Educational and Vocational Guidance (Part One) 80 (External)+20 (Internal)=100

(D) Mental Hygiene and Education (Part One) 80 (External) +20(Internal)=100

(E) Economics of Education (Part One) 80 (External) +20(Internal)=100

OESS-II Education of learners with diverse needs

Dissertation: Students are required to select topic for their dissertation work and submit their synopsis by the end of semester III (To be submitted at the end of IV semester i.e. April 30 of every year

**Semester-IV**

M.A.Ed401: Dissertation (To be submitted at the end of IV semester i.e. April 30 of every year)

(75 Dissertation + 25 Viva–Voce)

Dissertation will be compulsory for all regular students the student will work under the guidance of a supervisor to be allotted by the Chairman /Principal of the department /college. Thestudentswillbesubmitthreecopiesofdissertationtothedepartment/collegeby30tthJune of the session. The Viva-Voce will be held on a date to be fixed by the university.

M.A.Ed402: Curriculum Development and Comparative Education (Part Two)

80 (External) +20 (Internal)=100

M.A.Ed403: Contemp4orary Issues in Indian Education(PartTwo)

(External) +20 (Internal)=100

M.A.Ed404: **Optional I: Any one of the following:**

(A) Special Education (Part Two) 80 (External) +20(Internal)=100

(B)Educational Measurement and Evaluation (Part Two) 80 (External) +20 (Internal)=100

(C) Teacher Education (Part Two) 80 (External) +20(Internal)=100

(D) Computer Education (Part Two) 80 (External) +20(Internal)=100

Adult and Continuing Education (Part Two) 80 (External) +20(Internal)=100

M.A.Ed405: **Optional II: Any one of the following:**

(A) Management and Administration of Education (Part Two) 80 (External) +20 (Internal)=100

(B) Educational technology (Part Two) 80 (External) +20(Internal)=100

(C) Educational and Vocational Guidance (Part Two) 80 (External) +20 (Internal)=100

(D) Mental Hygiene and Education (Part Two)80 (External) +20 (Internal)=100

(F)Economics of Education (Part Two) 80 (External) +20(Internal)=100

M.A.Ed406:FieldWork 50Marks

**M. A. (PREVIOUS)EDUCATION SEMESTERI**

**MAEd-101: PHILOSOPHICAL FOUNDATIONS OFEDUCATION (PART ONE)**

**Credits - 04**

Time:3 hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

 **COURSEOUTCOMES**

After undergoing the course content of this paper, the students will be able to understand:

1. concept of education andphilosophy.
2. relationship between education andphilosophy.
3. the Philosophical origins of educational theories and Practices.
4. contribution of philosophy in the field ofeducation.
5. role of Indian and western schools of philosophy in education.
6. concept of freedom and equality and their relevance in the field ofeducation.
7. to enable the student to develop a philosophical outlook towards educational problems.
8. concept of equity and the relevance in the field ofeducation.

**COURSE CONTENTS**

**UNIT-I**

 1. Education &Philosophy

* 1. Concept anddefinition
	2. Nature
	3. Functions of educational philosophy
	4. Relationship between philosophy and education

**UNIT-II**

2. Indian Schools ofPhilosophy:

 (a)Samkhya,

(b)Vedanta

(c)Nyaya,

(d)Buddhism

 (e)Jainism

with special reference to Concept, Reality and Values and their educational implications

**UNIT-III**

3. Western Philosophies: MajorSchools.

(a)Naturalism

 (b)Idealism

(c)Pragmatism

with special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications for aims, contents and methods of education

**UNIT-IV**

4. Social Philosophy ofEducation

(a)Freedom and discipline

 (b)Equality

 (c) Equity

**SELECTED READINGS**

1. Broudy, H.S(1977) *Building a Philosophy of Education*, New York:Kringer.
2. Brubacher, John S. (1969) *Modern Philosphies of Education*, New Delhi: Tata McGrawHill.
3. Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi:Atlantic Publishers andDistributors.
4. Dewey, John (1966) *Democracy and Education,* New York:McMillan.
5. Durpis, A.M. (1972) *Philosophy of Education* in Historical Perspective, New Delhi: ThomasonPress.
6. Hiriyana, M (1995) *The Essentials of Indian Philosophy,* Delhi: MotilalBanarsidas Publishers Pvt.Ltd.
7. Kneller, G.F. (1978) *Foundations of Education*, John Willey andSons.
8. Narvene, V.S. (1978) *Modern Indian Thoughts*, New York, Orient LongmansLtd.
9. Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) *The Blackwell Guideto the Philosophy of Education,* Blackwell PublishingLtd.
10. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education,* Agra:VinodPustakMandir
11. Pandey, K.P. (1983) *Perspective in Social Foundations of Education,*Ghaziabad: AmitashPrakashan.
12. Pandey, R.S. (1982*) An Introduction to Major Philosophies of Education*, Agra:VinodPustakMandir.
13. Park J. (Ed) (1963) *Selected Readings in Philosophy of Education*, New York:The MacMillanCompany.
14. Rusk, Robert R. (1962) *Philosophical Bases of Education*, Warwick Square:University ofLondon.
15. Sodhi, T.S.&Suri, Aruna (1998) *Philosophical and Sociological Foundationsof Education*, Patiala: BawaPublication.
16. SaxenaSwaroop, N.R. (2001) *Philosophical and Sociological Foundations ofEducation,*

Meerut: Surya Publication.

1. Taneja, V.R. (2002*) Foundation of Education,* Chandigarh: Mohindra Capital Publishers.

**M. A. (PREVIOUS) EDUCATION SEMESTER -I**

**MAEd 102: SOCIOLOGICAL FOUNDATIONS OF EDUCATION (PART-ONE)**

Credits- 04

Time:3 hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

#### COURSE OUTCOMES:-

After understanding the course content of this paper :-

1. define meaning and concept of Educational Sociology.
2. explain the concept of social system and factors affectingit.
3. explain the concept of social organization and factors effecting it.
4. the students will have clarity with regard to social interaction and socialissues.
5. write a critical note on meaning, nature & determinants of culture.
6. the students will have clarity regarding concept and role of Education in cultural context.
7. illustrate the meaning and concept of social change.
8. the students will have clarity regarding the process of social change with special reference to India.

#### COURSE CONTENTS

**UNIT-I**

* 1. Concept of educational sociology and sociology ofeducation
		1. Social organization and itsconcepts
		2. Factors influencing social organization – folk ways, mores; institutions;values
		3. Dynamic characteristics of social organization and its educationalimplications.

**UNIT-II**

* 1. Social interactions and their educationalimplications
		1. Social group inter-group relationship – groupdynamic
		2. Social stratifications – concepts of social stratification and its educational implications.

**UNIT-III**

* 1. Culture:

Meaning and nature

* + 1. Role of education in culturalcontext
		2. Cultural determinants ofeducation
		3. Education and culturalchange.

**UNIT-IV**

* 1. Social change: its meaning and concept with special reference toIndia.

Constraints of social change: caste, class, religion, region and language.

Concept of Urbanization, Modernization, Westernization and Sanskritisation with special reference to Indian society and its educationalimplications.

* Meaning, nature and types of social control.

**SELECTED READINGS**

1. Gore, M.S. (1984*) Education and Modernization in India*, Rawat Publishers,Jaipur
2. Hanighurst, Robert et al. (1995) *Society and Education*, Baston: Allyn andBacon.
3. Kamat, A.R. (1985*) Education and Social Change in India*, BombaySamaiya PublishingCo.,
4. Maubnhein K.(1962) *An Introduction to sociology of Education,* Routledgeand Kegan Paul, London
5. M.H.R.D. (1990) *Towards an Enlightened and Human Society.* Department of Education , newDelhi
6. Mossish, Loor (1972), *Sociology of Education: An introduction*. George Lalenand Unwin,London
7. Pandey, K.P.(1983) *Perspective in Social Foundations of Education*,AmitaPrakashan,Gaziabad
8. Saxena, S.((2001) *Philosophical and Sociological Foundations of Education.* Meerut: Surya publications.
9. Singh, B.N.(2005) *Education: Social Change and Economic Development,*Jaipur: RBSAPublishers.
10. Sodhi, T.S.&Suri, Aruna (1998) *Philosophical and Sociological Foundationsof Education,* Patiala: BawaPublication.

**M. A. (PREVIOUS) EDUCATION SEMESTER-I**

**MAEd103: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**(PART-ONE)**

Credits- 04

Time:3 hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES :-

After understanding the course content of this paper the students will be able to understand the concept, meaning, scope of educational psychology.

* 1. The students will be able to use appropriate method of educational psychology.
	2. The students will be able to understand with regard to the process of growth anddevelopment.
	3. The students will be able to explain the concept and meaning of individualdifferences.
	4. The students will be able to understand the meaning and characteristics of gifted and mental retarded children.
	5. The students will be able to organize educationalprogrammes according to individual differences.
	6. The students will be able to explain the concept of creativity.
	7. The students will be able to understand the importance of creativitiy in education.

#### COURSE CONTENTS

**UNIT-I**

1.(i) Meaning of Education and Psychology:

1. Relationship of education andpsychology
2. Scope of EducationalPsychology
3. Methods of EducationalPsychology:
	1. Experimental
	2. Clinical
	3. Differential

**UNIT-II**

1. Growth and Development during childhood andadolescence
	1. Physical
	2. Social
	3. Emotional
	4. Mental
2. IndividualDifferences:
	1. Concept andareas.
	2. Determinants: Role of heredity and environment in developing individual differences.
	3. Implications of individual differences for organizing educationalprogrammes.

**UNIT-III**

1. Gifted and Mentally RetardedChildren
	1. Meaning andCharacteristics.
	2. Needs andProblems

**UNIT-IV**

1. Creativity:
	1. Concept
	2. Characteristics
	3. Development of creativity
	4. Importance of creativity ineducation

**SELECTED READINGS**

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart andWinston
2. Allport, G.W. (1954), personality , New York, Holt,1954
3. Allport, G.W. (1961): ‘Pattern and Growth in Personality’, New York: Rinehart andWinston
4. Andrews, T.W. (Ed.): (1961), Methods in psychology’, New York: John Wiely and Sons,Inc
5. Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growthand Development , new York, Holt, Rinehart andWinston
6. Baurn, A., Newman, S.M West R., &Mc Manus C., (1997)Cambridge Handbook ofn Psychology , health & Medicine, Cambridge: Cambridge UniversityPress
7. Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay:D.B. Tarapoewwala Sons &Co.
8. Dicapro, N.S. (1974)Personality Theories, New York,Harper
9. Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology, NewYork: The Mac MillanCo.
10. Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt, Rinehartand Winston
11. Gates A .T ET. Al.(1963) : Educational Psychology, New York: MacMillan
12. Hilgard , E.R.: Theories of learning , New York: Appleton CenturyCrafts
13. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers,1984
14. Kundu, C.L. &Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishersPrivate Ltd.,1988
15. ShankerUdey, (1965)Development ofpersonality
16. Talbott, J.A. Hales, R.E. &Yodofsky, S.G. (1994) Textbook of Psychiatry, NewDelhi: jaypeeBroterhs Medical Publishers (P)Ltd.
17. Talbott; J.A. Hales, R.E. &Yodofsy, S.G. (1994) Textbook of Psychiatry, New Delhi:Jaypee Brothers Medical Publishers (P)Ltd.
18. Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , proceduresand Applications, London: AllynBacon

**M. A. (PREVIOUS) EDUCATION**

**SEMESTER-I**

**MAEd 104: RESEARCH METHODS INEDUCATION (PART-ONE)**

Credit- 4

Time:3 hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES :**

1. After undergoing the course content of this paper, the students will be able tounderstand the concept, meaning, needs and purpose of educationalresearch.
2. The students will have understanding of process of scientific enquiry, fundamentaland applied and action research.
3. The students will have clarity regarding concept of qualitative and quantitativeresearch.
4. The students will have understanding of emerging trends in educational researchand criteria for selection of a researchproblem.
5. The students will have clarity regarding need, importance and sources of review of related literature and will be able to formulate hypotheses in various types ofresearch.
6. The students will have understanding of various tools and techniques of datacollection.
7. The students will be able to generate a good researchtool.
8. The students will have understanding of sampling and various methods of sampling. Further students will be able to choose an appropriate sample from the population by employing such sampling techniques.

**COURSE CONTENTS**

**UNIT-I**

1. Methods of acquiring scientific knowledge: Tradition, experience, reasoning – inductive anddeductive.
2. Nature and scope of educationalresearch:
	1. Meaning, nature andlimitations.
	2. Need and purpose of EducationalResearch
	3. Scientific enquiry and theorydevelopment.
	4. Fundamental, applied and actionresearch.
	5. Quantitative and qualitativeresearch.

**UNIT-II**

1. Some emerging trends in educationalresearch.
2. Formulation of researchproblem
	1. Criteria and sources for identifying theproblem.
	2. Delineating and operationalizingvariables.
	3. Review of related literature: Importance and various sources includinginternet.
	4. Developing hypothesis in various types ofresearch.

**UNIT-III**

1. Collection ofData
	1. Types of data: Quantitative andqualitative
	2. Tools, techniques and Characteristics of a good researchtool;
	3. Questionnaire,
	4. Interview,
	5. Observation,
	6. Projective,and
	7. Sociometric techniques.

**UNIT-IV**

1. Sampling: Concept of population andsample
	1. Steps and Characteristics of a goodsample.
	2. Various methods of sampling: Probability andNon-probability.
	3. Sampling errors and how to reducethem.

**SELECTED READINGS**

1. Aggarwal, Y.P. (1998), *The Science of Educational Research:* A Source Book, Nirmal , Kurukshetra
2. Best, john W. and Kahn James V (1995*), Research in Education*, prentice Hall, NewDelhi
3. Burns, R.B. (1991), *Introduction to research in education* , prentice Hall, NewDelhi
4. Edward, Allen L (1968), *experimental Designs in psychological Research,* Holt, Rinehart and Winston, NewYork
5. Good, C.V. and Douglas, E. Scates (1954), *methods in Social Research* , McGraw Hill, new York
6. Kerlinger, F.N. (1973*), foundation of Behavioral Research,*Holt, Rinehart and Winston, newYork
7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, NewDelhi
8. McMillan, James H. and Schumarcher, S. (1989), *research on Education:* A conceptual Introduction , Harper and Collins, NewYork
9. Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, NewDelhi
10. Neuman, W.L. (1997), *Social Research Methods:* Qualitative and Quantitative Approaches , Allyn and Bacon,Boston
11. Travers, R.M.W. (1978), *An introduction to educational research*, Mcmillan, NewYork
12. Van Dalen, D.B.(1962), *understanding Educational research ,* McGraw Hill , newYork
13. Young, P.V. (1960), *Scientific Social Surveys and research,* prentice hall, newDelhi
14. Miller, D.C. &Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications ,London
15. Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell PublicationsLtd.
16. Van Dalen D.B. (1962), Understanding Educational Research McGraw Hill, newYork

**M. A. (PREVIOUS)EDUCATION SEMESTER-I**

**MAEd 105: METHODS OF DATA ANALYSIS IN EDUCATION (PART-ONE)**

Time:3 hours credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:**

After going through these Units, student will be able to :

1. Understand the meaning and nature of statistics.
2. Importance and uses of statistics in the field of education.
3. Get the practical orientation for selecting the appropriate statistical techniques for data analysis.
4. Understand the meaning and Importance Measures of Central Tendency.
5. Understand the Concept, characteristics, computation and uses Dispersion.
6. Understand the meaning of parametric & non parametricstatistics.
7. Identify the need of computation & uses of parametric & non parametricstatistics.
8. Identify the significance of normal probability curve & know why there is divergence in normality.

**COURSE CONTENTS**

**UNIT-I**

1. Nature of EducationalData
	1. Quantitative and qualitative, Scales of measurement, Descriptive and Inferential statistics
	2. Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive, smoothed frequencypolygon.
	3. Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median,Mode.

**UNIT-II**

1. Measures of Dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation andVariance.
2. Measure of Relative Position: Percentiles and PercentileRanks.

**UNIT-III**

1. Non-parametric Tests: Meaning, assumptions, computation and usesof:
	1. Chi-square tests of equality and independence, setting up cross breaks for contingencytable.
	2. Sign test: - Concept, Assumptions, Computation &uses.

**UNIT-IV**

1. Normal Probability Curve: Meaning,significance,
	1. Characteristics andapplications
	2. Skewness andKurtosis.

**SELECTED READINGS**

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, NewDelhi
2. Edward, Allen L (1968), Experimental Designs in psychological research, Holt, Rinchart and Winston, NewYork
3. Ferguson, George A (1976) . Statistical Analysis in psychology and Education , McGraw Hill, NewYork
4. Garrett, H.E. (1973), Statistics in psychology and Education , Vakils, Feffer and Simon, Bombay
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education , McGraw hill , NewYork
6. Koul, Lokesh (1988), Methodology of Educational Research , Vikas, newDekhi
7. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, NewDelhi
8. Neuman, W.L. (1977), Social Research methods: Qualitative and Quantative Approaches, Allyn and Bacon,Boston
9. Siegel, S. (1986) Non-Parametric Statistics, McGraw Hill, NewYork
10. Van Dalen D.B. (1962), Understanding Educational Research, McGraw Hill, NewYork
11. Glass , Genev& Hopkins, Kenneth D.(1996), Statistical Methods in Education and Psychology, A Simon & Schuster Company NeedhamHeights
12. Minium, E.W. King B.M. & Bear Gorden (1995), Statistical Reasoning in psychology & Education , John Willy & SonsCanada
13. Aron, Arthur & Avon. Elaine. No. Statistical for Psychology, A Simoin& SchusterCompany

, USA

1. Best, John W and Kahn James V,(2003)(, research in Education Prentice Hall, NewDelhi

 **M. A. (PREVIOUS)EDUCATION**

**SEMESTER-II**

**MAEd 201: PHILOSOPHICAL FOUNDATIONS OFEDUCATION (PART-TWO)**

**Credits - 04**

Time:3 hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
	+ Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:**

After undergoing the course content of this paper, the students will be able to understand:

1. vasic concepts, types, agencies of education and constitutional provisions for education inIndia.
2. nature of knowledge & knowledge gettingprocess.
3. the western schools of philosophy and has an important role in the field of education.
4. the realism, logical positivism, Marxism and existentialism with special reference to metaphysics, Epistemology and axiology.
5. contribution of Indian philosopher in the field of education.
6. indian Constitution and its importance in the field of education.
7. various Constitutional provisions forEducational equity and equality.
8. meaning, function of democracy and responsibility, and their relevance in education.

**COURSE CONTENTS**

**UNIT-I**

1. Western Philosophies: MajorSchools.
	1. Realism
	2. Logicalpositivism
	3. Existentialism
	4. Marxism
	5. Their educational implications with special reference to the concepts of metaphysics, epistemology, axiology; their educational implications for aims, contents and methods ofeducation

**UNIT-II**

1. Contributions of following Indian Philosophers to EducationalThought:
	1. Vivekananda,
	2. Tagore,
	3. Gandhi
	4. Aurobindo,and
	5. J.Krishnamurty

**UNIT-III**

1. PhilosophicalanalysisofbasicconceptsofEducation:Teaching,Instruction, Training andindoctrination
* Types & agencies ofEducation.
1. National Values as enshrined in the Indian Constitution and their Educational implication.
2. Constitutional provisions forEducation.

**UNIT-IV**

1. Nature of knowledge Types & sources of knowledge, and methods ofacquiring knowledge.
2. Social Philosophy of Education – Democracy andResponsibility.

**SELECTED READINGS**

1. Broudy, H.S(1977) *Building a Philosophy of Education*, New York:Kringer.
2. Brubacher, John S. (1969) *Modern Philosphies of Education*, New Delhi: Tata McGrawHill.
3. Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi:Atlantic Publishers andDistributors.
4. Dewey, John (1966) *Democracy and Education,* New York:McMillan.
5. Durpis, A.M. (1972) *Philosophy of Education* in Historical Perspective, New Delhi: ThomasonPress.
6. Hiriyana, M (1995) *The Essentials of Indian Philosophy,* Delhi: MotilalBanarsidas Publishers Pvt.Ltd.
7. Kneller, G.F. (1978) *Foundations of Education*, John Willey andSons.
8. Narvene, V.S. (1978) *Modern Indian Thoughts*, New York, Orient LongmansLtd.
9. Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) *The Blackwell Guideto the Philosophy of Education,* Blackwell PublishingLtd.
10. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education,*Agra: VinodPustakMandir
11. Pandey, K.P. (1983) *Perspective in Social Foundations of Education,*Ghaziabad: AmitashPrakashan.
12. Pandey, R.S. (1982*) An Introduction to Major Philosophies of Education*,Agra: VinodPustakMandir.
13. Park J. (Ed) (1963) *Selected Readings in Philosophy of Education*, New York: The MacMillanCompany.
14. Rusk, Robert R. (1962) *Philosophical Bases of Education*, WarwickSquare: University ofLondon.
15. Sodhi, T.S.&Suri, Aruna (1998) *Philosophical and Sociological Foundationsof Education*, Patiala: BawaPublication.
16. SaxenaSwaroop, N.R. (2001) *Philosophical and Sociological Foundationsof Education,* Meerut: SuryaPublication.
17. Taneja, V.R. (2002*) Foundation of Education,* Chandigarh: Mohindra Capital Publishers.

**M. A. (PREVIOUS) EDUCATION SEMESTER II**

**MAEd 202: SOCIOLOGICAL FOUNDATIONS OF EDUCATION (PART TWO)**

Time:3 hours Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
	+ Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:**

* 1. relevancy of social and economic principles in the field of education
	2. the students will be able to understand the stance of socially and economically disadvantaged sections ofsociety.
	3. the students will have clarity regarding concept of democracy and freedom.
	4. the students will have understand concept of nationalintegration international understanding.
	5. the students will be able to understand the concept of education as a process of socialsystem.
	6. the students will have clarity with regard s to social equality and qualityof educationalopportunity.
	7. the students will be able to understand the various socialtheories.
	8. the students will be able to understand concept of education and politics or education and religion.

**COURSE CONTENTS**

**UNIT-I**

1. Social principles in education – social and economic relevance toeducation:
	1. Socio-economic factors and their impact oneducation.
	2. Socially and Economically disadvantaged sections of the society with special reference to Scheduled Castes, and Scheduled Tribe, women and ruralpopulation

**UNIT-II**

1. Education in relationto-
	1. Democracy
	2. Freedom,
	3. Nationalism-nationalintegration
	4. Internationalunderstanding.

**UNIT-III**

1. Education andSociety:
	1. As a process in socialsystem
	2. As a process of socialization,and
	3. As a process of socialprogress.
	4. Education andpolitics
	5. Education andreligion

**UNIT-IV**

1. Educational opportunity and Equality andEquity:
	1. Education as related to social equity, and equality of educational opportunities
	2. Inequality of educational opportunities and their impact on social growth anddevelopment
	3. Social theories (with special reference to socialchange)
		1. Marxism,
		2. Integral Humanism (based on ‘Swadeshi’)and (iii)Functionalist- Emile Durkheim and TalcottParsons

**SELECTED READINGS**

1. Gore, M.S. (1984) Education and Modernization in India. RawatPublishers, Jaipur
2. Hanighurst, Robert et al. (1995)Society and Education , Allyen and Bacon, Baston
3. Kamat, A.R. (1985) Education and Social Change in India.Samaiya Publishing Co.,Bombay
4. MaubnheinK. ET. Al. (1962)An Introduction to sociology of Education Rutledge and Kegan Paul,London
5. M.H.R.D. (1990) Towards an Enlightened and Human Society.Department of Education , newDelhi
6. Mossish, Loor (1972), Sociology of Education: introduction. GeorgeLalen and Unwin,London
7. Pandey, K.P.(1983) Perspective in Social Foundations of Education, AmitashPrakashan,Gaziabad
8. Saxena, S.((2001) Philosophical and Sociological Foundations ofEducation. Meerut: Suryapublications.
9. Singh, B.N.(2005) Education: Social Change and EconomicDevelopment, Jaipur: RBSAPublishers.
10. Sodhi, T.S.&Suri, Aruna (1998) Philosophical and SociologicalFoundations of Educatio, Patiala: BawaPublication.

**M. A. (PREVIOUS) EDUCATION SEMESTER - II**

**MAEd 203: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (PART-TWO)**

Credit- 04

Time:3 hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** Paper setters will set 9 questions in all out of which students will be required to attempt 5questions.

* Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:**

After undergoing the course content of this paper, the students will be able to understand :

* 1. concept of intelligence and theories ofintelligence.
	2. process and concept to measureintelligence.
	3. concept and trait theories ofpersonality.
	4. assessmentof personality by subjective and projectivemethod.
	5. conceptof learning and use of educational implications of conditioning theories.
	6. concept theory ofmotivation.
	7. process of adjustment and defense mechanism : projection, substitution,withdraw, reaction formation andfixation.
	8. the students will have clarity regarding to assessment of personality by subjective and projective methods.

#### COURSE CONTENTS

**UNIT-I**

1. Intelligence
	1. Definition and nature ofintelligence
	2. Theories:
		1. Two factor theory(spearman)
		2. Multifactortheory
		3. Group factortheory
		4. Guilford model ofintellect
		5. Hierarchical
	3. Measurement of intelligence (two verbal and two non-verbaltests).

**UNIT-II**

1. Personality
	1. Meaning anddeterminants
	2. Type and Traittheories
	3. Assessment of personality by subjective and projectivemethods.

**UNIT-III**

1. Learning
	1. Meaning
	2. Theories and their educationalimplications:
		1. Pavlov’s classicalconditioning
		2. Skinner’s operantconditioning
		3. Learning byinsight
2. Hull’s reinforcementtheory
	1. Lewin’s fieldtheory
	2. Gagne’s hierarchy of learningtheory
	3. Factors influencinglearning

**UNIT-IV**

1. Motivation
	1. Concept ofmotivation
	2. Theories ofmotivation:
		1. PhysiologicalTheory
		2. Murray’s NeedTheory
		3. Psycho-analyticalTheory
		4. Maslow’s theory of hierarchy ofneeds
		5. Factors affectingmotivation
2. Mental health & mentalhygiene
	1. Adjustment and process ofadjustment
	2. Defense mechanism: Projection, substitution, sublimation,withdrawal, C reaction formation andfixation

**SELECTED READINGS**

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart andWinston
2. Allport, G.W. (1954), personality , New York, Holt,1954
3. Allport, G.W. (1961): ‘Pattern and Growth in Personality’, New York: Rinehart and Winston
4. Andrews, T.W. (Ed.): (1961), Methods in psychology’, New York: John Wielyand Sons,Inc
5. Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growthand Development , new York, Holt, Rinehart andWinston
6. Baurn, A., Newman, S.M West R., &Mc Manus C., (1997)Cambridge Handbook ofn Psychology , health & Medicine, Cambridge: Cambridge UniversityPress
7. Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay:D.B. Tarapoewwala Sons &Co.
8. Dicapro, N.S. (1974)Personality Theories, New York,Harper
9. Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology,New York: The Mac MillanCo.
10. Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt,Rinehart andWinston
11. Gates A .T ET. Al.(1963) : Educational Psychology, New York: MacMillan
12. Hilgard , E.R.: Theories of learning , New York: Appleton CenturyCrafts
13. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers,1984
14. Kundu, C.L. &Tutoo, D.N.: Educational Psychology, new Delhi Sterlingpublishers Private Ltd., 1988
15. ShankerUdey, (1965)Development ofpersonality
16. Talbott, J.A. Hales, R.E. &Yodofsky, S.G. (1994) Textbook of Psychiatry,New Delhi: jaypeeBroterhs Medical Publishers (P)Ltd.
17. Talbott; J.A. Hales, R.E. &Yodofsy, S.G. (1994) Textbook of Psychiatry,New Delhi: Jaypee Brothers Medical Publishers (P)Ltd.
18. Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , proceduresand Applications, London: AllynBacon

##### M. A. (PREVIOUS) EDUCATION SEMESTER-II

**MAEd 204: RESEARCH METHODS IN EDUCATION (PART-TWO)**

Credit-4

Time:3 hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
	+ Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:**

After undergoing the course content of this paper, the students will be able to:

1. understand the different approaches toresearch.
2. understand the research design in various types ofresearch.
3. use of different methods of research.
4. describe the types of qualitativeresearch.
5. define Validity, factors influencing Validity and techniques how to increase validity of research.
6. explain the steps of writing researchsynopsis.
7. describe the steps of writing a research report and the procedure of evaluationof researchreport.
8. the students will have clarity regarding the historical research.

#### COURSE CONTENTS

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1. Major Approaches toResearch
	1. DescriptiveResearch
	2. Ex-post facto Research
	3. LaboratoryExperiments
	4. Fieldstudies
	5. HistoricalResearch

**UNIT-I**

**UNIT-II**

1. Research Designs: Concept, Scope,Nature
	1. SurveyMethod
	2. ExperimentalMethod
	3. FieldStudies.

**UNIT-III**

1. Qualitative Research:
	1. Ethnographic, Developmental, Documentaryanalysis
	2. Validity and limitations of findings, factors influencing validity of research, how to increase validity of researchfindings

**UNIT-IV**

1. ResearchReport:
	1. Developing a research proposal(synopsis).
	2. Writing research report and evaluation of researchreport.

**SELECTED READINGS**

1. Aggarwal, Y.P. (1998), *The Science of Educational Research:* A Source Book, Nirmal ,Kurukshetra
2. Best, john W. and Kahn James V (1995*), Research in Education*, prentice Hall, New Delhi
3. Burns, R.B. (1991), *Introduction to research in education* , prentice Hall, NewDelhi
4. Edward, Allen L (1968), *experimental Designs in psychological Research,* Holt, Rinehart and Winston, NewYork
5. Good, C.V. and Douglas, E. Scates (1954), *methods in Social Research* , McGraw Hill, newYork
6. Kerlinger, F.N. (1973*), foundation of Behavioral Research,* Holt, Rinehart and Winston, newYork
7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, NewDelhi
8. McMillan, James H. and Schumarcher, S. (1989), *research on Education:* A conceptual Introduction , Harper and Collins, NewYork
9. Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, NewDelhi
10. Neuman, W.L. (1997), *Social Research Methods:* Qualitative and Quantitative Approaches , Allyn and Bacon,Boston
11. Travers, R.M.W. (1978), *An introduction to educational research*, Mcmillan, New York
12. Van Dalen, D.B.(1962), *understanding Educational research ,* McGraw Hill , new York
13. Young, P.V. (1960), *Scientific Social Surveys and research,* prentice hall, newDelhi
14. Miller, D.C. &Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications ,London

**M. A. (PREVIOUS) EDUCATION SEMESTER-II**

**MAEd 205: METHODS OF DATA ANALYSIS IN EDUCATION (PART-TWO)**

Time:3 hours Credit:4

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
	+ Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:**

After going through these units, the students will be able to:

* 1. define correlation, recognize various types of correlation.
	2. explain the meaning, characteristics, assumptions, computation & uses of Product moment and Rank difference correlation.
	3. differentiate between Rank difference & product moment & partial & multiple correlations.
	4. illustrate the concept, assumptions & computation of regression & prediction.
	5. formulate hypothesis, types of errors and tests.
	6. explain& illustrate the concept & application of some tests of significance.
	7. explain the meaning, characteristics, assumptions, computation & uses of Regression.
	8. differentiate between the T-Test and ANOVA.

**COURSE CONTENTS**

**UNIT-I**

1. Correlations: Meaning, Characteristics, assumptions, computation and uses of:
	1. Product momentcorrelation
	2. Rank differencecorrelation
	3. Partial and Multiple Correlations: Meaning, assumptions, computation and uses.

**UNIT-II**

1. Nullhypothesis
2. Standard error, confidencelimits
3. Type I and type IIerrors
4. One tail and two tailtests
5. Tests ofsignificance:
	1. Difference betweenmeans
	2. Difference between percentage andproportions
	3. Difference betweencorrelations

**UNIT-III**

1. Regression and Prediction: Concept, assumptions and computation of linear regression equations, standard error ofmeasurement.

**UNIT-IV**

9 The F-test

1. One wayANOVA:
	1. Meaning
	2. Assumptions
	3. Computation anduses

**SELECTED READINGS**

1. Aggarwal, Y.P. (1998) Statistical Methods, New Delhi, SterlingPublishers.
2. Ferguson, G.A. (1976) Statistical Analysis in Psychology and Education, New York, McGrawHill.
3. Garrett, H.E. (1973) Statistic in Psychology and Education, Bombay,Vakils, Feffer andSimon.
4. Guilford, J.P. and Benjamin, F. (1973) Fundamental Statistics in Psychologyand Education, McGraw Hill, NewYork.
5. Koul, L. (1988) Methodology of Education Research, New Delhi,Vikas Publications.
6. Kurtz, A.K. & Mayo, S.T. (1980) Statistical Method in Educationand Psychology, NewDelhi.
7. Neuman, W.L. (1977) Social Research Methods: Qualitative andQuantative Approaches, Boston: Allyn andBacon.
8. Siegel, S. (1986) Non-Parametric Statistics, New York: McGrawHill.
9. Glass, G. & Hopkins, K.D. (1996) Statistical Methods in Education and Psychology, Needham Heights, A Simon & SchusterCompany.
10. Minimum, E.W., King B.M., & Bear, G. (1995) Statistical Reasoning in Psychology & Education, Cananda : John Willy &Sons.
11. Best, J.W. & Kahn J.V. (2003) Research in Education New Delhi, PrenticeHall.

Keeping in view the technical difficulty of declaration of result of IIIrd Semester due to existing provision of submission of dissertation of IIIrd Semester (Course XV) at the end of IVth Semester, the re-arrangement/necessary modification of courses is required in the existing scheme of M.A. Education (semestersystem).

The students will be asked to select topic of their dissertation during IIIrd Semester and will submit their dissertation alongwith field work report during IVth semester. Therefore, course XV- Dissertation of IIIrd Semester be shifted to IVth semester. The said changemay beapproved.

Overview/Background of courses (Pre-revised and proposed revision) of IIIrd&IVth Semesteris asunder:-

##### M.A. (Final)2020-21

##### Existing Courses of IIIrd Semester

**MAEd 301**:ComparativeEducationandCurriculumdevelopment(part-one) **MAEd 302**: ContemporaryIssues in Indian Education (part-one)

##### MAEd 303 (Opt. i): Any one of the following:

A. Special Education(Part-One).

1. Educational Measurement AndEvaluation(Part-One)
2. TeacherEducation(Part-One)
3. Computer Education(Part-One)
4. Adult And ContinuingEducation(Part-One)

##### MAEd304: Optional II: Any one of the following-

A. ManagementAndAdministrationOfEducation(Partone) B. EducationalTechnology(Part-One)

C. Educational and vocational guidance: (Part one)

D. Mental Hygiene And Education(Part-One)

E. Economics of Education(Part-One)

##### M. A. (FINAL) SEMESTER III

**MAEd 301: COMPARATIVE EDUCATION AND CURRICULUM DEVELOPMENT**

**(PART-ONE)**

Credit - 04

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will be comprised of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

* After undergoing and understanding the course content of this paper, the students will be able to
1. clarifyof Concept Meaning, Aims, Need ComparativeEducation.
2. define the Importance and Scope of ComparativeEducation.
3. describe the factors that influence the EducationSystem.
4. clarity with regards to Concept of Curriculum Development and factors affecting curriculum Development,
5. define the concept of curriculum with its principles.
6. know about Salient features of Education system of U.S.A., U.K. &India
7. understand the Concept of Universalization of elementary education in India
8. understand the Vocalization of Secondary Education in U.K., U.S.A. &India

##### COURSE CONTENTS

**UNIT-I**

1. Concept and aims of comparativeEducation
2. Need and scope of ComparativeEducation
3. Factors influencing EducationSystem

##### UNIT-II

1. Concept of Curriculum and syllabus
2. Principles of curriculumDevelopment
3. Factors affecting Curriculum Development: Philosophical, Physiological, Sociological & Discipline orientedconsideration.

##### UNIT-III

1. Pre-Primary Education in U.S.A., U.K &India
2. Primary Education in U.S.A., U.K. & India (Aims, Content, Methods of Instruction and Evaluation system), Concept of Universalization of elementary Education in India: its implications, District Primary Education Programme (DPEP), SarvaShikshaAbhiyan (SSA) andRTE-2009

##### UNIT-IV

1. Secondary Education in U.K., U.S.A. &India
2. Vocalization of Secondary Education in U.K., U.S.A. &India

##### SELECTED READINGS

1. Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen andUnwin.
2. Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH PublishingCo.
3. Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace &Company.
4. Dent, H.C. (1981). Educational system of England. London: George Allen andUnwon.
5. Denis, L. (1986). School curriculum planning. London: Hodder adStoughton.
6. Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.
7. Hans, N. (1961). Comparative education. London: Routledgeand Kegan Paul.
8. HaroldA.&Elsic,J.A.(1957).Thecurriculum.NewYork:TheMacMillanCompany.
9. International encyclopedia of curriculum. (1991) London: PergamonOxford.
10. Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities,IGNOU.
11. Kandel, I.L. (1963). Studies in comparative education. New York: George Harrup. (12)Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt.Ltd.,
12. Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New:IGNOU.
13. William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart .

##### M.A. (EDUCATION) SEMESTER III

**MAEd-302 : CONTEMPORARY ISSUES IN INDIAN EDUCATION (PART-ONE)**

Credit- 04

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

#### COURSE OUTCOMES:

After undergoing the course content of the paper, the student will be able to understand:

1. develop a critical understanding of the challenges facing Indian Education today.
2. get the Knowledge of the contemporary issues in Indian Education in a global perspective.
3. the education system in Vedic, Buddhist Period.
4. features of Education during medieval period.
5. historical background of Indian Education System in British India.
6. introduced with National Education Movements in India.
7. indian Education Commission 1882,itsinfluence on educational development
8. various recommendation of different Commission on the subsequent development of education.

##### COURSE CONTENTS

**UNIT-I**

* 1. Education in Indiaduring:
		+ Vedic
		+ Buddhist,and
		+ Medievalperiod

##### UNIT-II

* 1. Maculay’s minutes and Bentick resolution of1835
		+ Admam’s report and itsrecommendations
		+ Wood’s Despatchof1854
		+ National Educationmovement
		+ Lord Curzen’s educational Policy, Growth of national consciousness

##### UNIT-III

* 1. Recommendations of Indian Education Commission 1882,itsinfluence on the subsequent development ofEducation
		+ Essential features of Sadler commission report –1917
		+ Terms of reference & recommendations of Hartog Committee1928-1917

##### UNIT-IV

* + - Wardha Scheme of education1937
		- Sargent Report1944
		- University Education Commission1948-1949
		- Secondary Education commission1952-53
		- Indian education commission 1964-66.

##### SELECTED READINGS

1. Govt. of India, report of the University Education Commssion,(1949) Vol-I,Simla.
2. Niak J.P. (1963) The role of govt. of India, Ministry ofEducation.
3. Nurullah S., NaikJ.P. and OadL.K. (1970). A student history of education in India, Mumbai: McMillan andCo.
4. M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. ofIndia.
5. M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. ofIndia.
6. M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. ofIndia.
7. Shukla, P.D. (1969) Towards the New Pattern of Education in India, New Delhi Sterling Publishers.

**M.A. (Education) SEMESTER III**

**MAEd-303 (Opt. A): SPECIAL EDUCATION (PART-ONE)**

Credit -04

Time:3Hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selectedfrom the entire syllabus.
	+ Two long answer type questions will be set from each of the four units, outof which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES :

After undergoing the course content of the paper, the student will be able to understand:

1. conceptand nature of SpecialEducation and exceptional children.
2. know about the meaning and scope of special education in India.
3. grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
4. identify with the various types of exceptional children.
5. acquaint with the various types of handicaps and their causes.
6. help in the Education of Orthopedically Handicappedchildren
7. recognizeMentally Retardedchildren and assist them in education.
8. concept of Visual Impairment and education for visually impaired.

## COURSE CONTENTS

##### UNIT-1

1. Concept and content of Exceptionality and SpecialEducation
	* Types of Exceptionality
	* Positive, Negative and Multipledeviations
	* Needs of ExceptionalChildren
	* Problems of ExceptionalChildren
2. Nature of SpecialEducation
	* Objectives of SpecialEducation
	* Historicalperspective
	* Continuum of special education alternativeprogrammers.
	* Scope of Special Education
	* Integrated / InclusiveEducation

##### UNIT-II

1. Education of orthopaedically Handicappedchildren
	* Concept
	* Etiology
	* Characteristics
	* EducationalProgrammes

##### UNIT-III

1. Education of Mentally RetardedChildren
	* Concept
	* Classification
	* Etiology
	* Educational Prgrammes for educable mentallyretarded
	* Educational Prgrammes for trainable mentallyretarded

##### UNIT-IV

1. Education of visually ImpairedChildren
	* Concept andCharacteristics
	* Degree ofImpairment
	* Etiology andIntervention
	* EducationalProgrammes

## SELECTED READINGS

1. Bender, W.N. (1995). Learning Disability, London: Allyn&Bacon
2. Berdine, W.H. &Blackhurst A.E. (1980). An Introduction to Special Education, Boston: Herpes Collinspublishers
3. Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Ppblisher and distributors (PLtd.)
4. Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Shcools, New York: Holt, RinehartWinston.
5. Hallahan D.P & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, London: Allyn&Bacon
6. Hewett, F.M. &Foreness S.R. (1994). Education of Exceptional Learners, London.
7. Jorden, T.E. (1977). The Exceptional Child, Ohio:Merrill
8. Kirk S.A. & Gallagher J.J. (2002). Education of Exceptional Children, Boston: Houghton MifflinCo.
9. Magnifico, L.X.)1998). Education of the Exceptional Child, New York: Longmen.
10. Shanker, U. (1978). Exceptional Children, Jallandhar: SteeringPublications.
11. Strange, Ruth. (2004). Exceptional Children & Youth, N.J.: PrenticeHall.
12. Singh, N.N. & Beale. I. L. (1992). Learning Disabilities – Nature, Theory and Treatment, New York: SpringerVerlag
13. Smith, C.R. (1991). Learning Disabilities- The interaction of learner, Task and Setting, Massachusetts, London: Allyn&Bacon

##### M. A. (Education) SEMESTER III

**MAEd- 303(Opt. B): EDUCATIONAL MEASUREMENT AND EVALUATION (PART-ONE)**

Credit- 04

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will be comprised of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSEOUTCOMES:

##### After undergoing the course content of the paper, the student will be able to understand:

* 1. the concept, scope, and need educational measurement.
	2. explain different principles of educational measurement.
	3. the concept, scope, and need educational evaluation.
	4. explain different principles of educational measurement.
	5. the students will have clarity regarding tools and techniques of measurement and evaluation.
	6. the students will have clarity with regards to constructingand standardizing a test.
	7. the students will be able to understand how the various requirements of education are measured, evaluated andinterpreted.
	8. the students will be able to understand the use ofappropriate statistical techniques.

##### COURSE CONTENTS

**UNIT-I**

1. Educational measurement andEvaluation
	* Concept, Scope andNeed
	* Levels ofmeasurement
	* Evaluation: functions and basic principles ofevaluation
	* Inter-relationship between measurement and evaluation : use of taxonomic categories of educationalobjectives

##### UNIT-II

1. Concept and Measurement of thefollowing
	* Achievementtests
	* Aptitudetests
	* Intelligencetests
	* Attitude and Valuescales
	* Interestinventories

##### UNIT-III

1. Tools of measurement &Evaluation
	* Essay type tests, objectives typetests
	* Questionnaire andschedule
	* Use of Computer inevaluation
	* Performancetests

##### UNIT-IV

1. Analysis of Variance
	* Analysis of variance (up to two ways): Concept, assumptions, computation anduses

##### SELECTED READINGS

1. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, NewYork
2. Aggarwal, Y.P. (1998), Statistical Methods: Concepts , Applications and Computation, Sterling, NewDelhi
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod,Agra.
4. Aiken, L.R. (1985), Psychological Testingand Assessment, Allyn and Bacon, Boston
5. Anastasi, A (1982), Psychological Testing, Mac Millan, NewYork
6. Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York
7. Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, NewDelhi
8. Freeman, F.S(1965), Theory and Practice of Psychology Testing, Holt Rinehart & Winston,1965

##### M.A. (EDUCATION) SEMESTER III

**MAEd – 303 (Opt-C) TEACHER EDUCATION (PART-ONE)**

Credit- 04

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSEOUTCOMES:

After undergoing the course content of this paper, the students will be able to understand:

1. the meaning and concept of teacher education in India.
2. introduced with teacher education in India with its historical perspectives.
3. the Aim and objectives of teacher education at differentlevel.
4. explain Recommendation of various commissions on Teacher Education.
5. define various Aims and objectives of Teacher Organizations
6. know Teaching profession and faculty Improvementprogrammes.
7. explain Teaching profession and types of teacher education programmes.
8. define Research in various areas of teacher education.

## COURSE CONTENTS

##### UNIT-I

1. Meaning and concept of teacherEducation
2. Historical Development of teacherEducation
3. Recommendation of various commissions on Teacher Education with special emphasis on-
	* KothariCommission
	* NPE1986
	* Programmeof Action1992

##### UNIT-II

1. Aims and Objectives of Teacher Educationat
	* ElementaryLevel
	* SecondaryLevel
	* CollegeLevel

##### UNIT-III

1. Teaching as aprofession
2. Aims and objectives of Teacher Organizations 7.Need of ProfessionalOrganizations
3. Faculty ImprovementProgrammes

##### UNIT-IV

1. Performance appraisal of teachers 10.Internship of Teacher Education 11.Pre-Service Teacher Education 12.In-Service TeacherEducation

##### SELECTED READINGS

1. CABE, (1992). Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, NewDelhi
2. Dunkin, J. Michal (1987) The International Encyclopedia of Teaching and Teacher Education, PergamonPress.
3. Husen, Torsten&Postlethwaite (Eds.) (1994), The International Encyclopedia of Education, New York, Vol. 1-12, PergamonPress
4. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
5. Ministry of Education (1964-66), Education and National Development Report of Indian Education Commission, Govt. ofIndia
6. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, NewDelhi
7. MHRD(1992) Programme of Action, Department of Education, Govt. of India, New Delhi
8. Singh, L.C. (ed.) (1990) Teacher Education in India, Source Book NCERT, New Delhi.
9. Smith, E.R. (ed.) (1962)Teacher Education: A Reappraisal, New York, Harper & Row Publishers
10. Soder, R.(1991) “The Ethics of the Rhetoric of Teacher Professionalism”, Teaching and Teacher Education,7(3)
11. Stiles, L.J. and Parker R.(1969) “Teacher Education Programmes”, Encyclopedia of Educational Research 4thEdition, New York,Macmillan

##### M. A. (EDUCATION) SEMESTER III

**MAEd304(Opt. D) COMPUTER EDUCATION (PART-ONE)**

Time:3hours credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

After undergoing the said content, the students will be able to:

* 1. understand historical background of computer.
	2. define types of computers and number system ofcomputer.
	3. know the importance of computer system in education.
	4. explain the operatingsystem and its types.
	5. understand the origin, meaning and application of artificialintelligence
	6. appropriate use of artificial intelligence in the field of education.
	7. explain the MS-Word, its uses in education.
	8. operate MS-Excel for database in the field of education.

##### COURSE CONTENTS

**UNIT-I**

1. ComputerBasics
	* History ofComputers
	* Types ofComputer
	* Flow Diagram ofComputer
	* Number system: Binary, Decimal, Octal andHexadecimal

##### UNIT-II

1. OperatingSystem
	* Meaning of Operating System
	* Need of OperatingSystem
	* Types of Operating System-Single User andMulti-User

##### UNIT-III

1. ArtificialIntelligence
	* Origin of ArtificialIntelligence
	* Meaning of ArtificialIntelligence
	* Applications of ArtificialIntelligence
	* Artificial Intelligence andEducation

##### UNIT-IV

1. Application OrientedInformation
	* Word Processing and its Creation – M.S.Word
* Data Bases and its uses :Excel

##### SELECTED READINGS

1. Cox, J. and Urban, P. (1999). Quick courses in Microsoft Office, New Delhi, Galgotia Publications.
2. Jain, Satish, (1990). Introduction to Computer Science and Basic Programming, New Delhi, BPBPublications.
3. Rajaraman, V., (1996). Fundamentals of Computers, New Delhi, Prentice Hall of India.
4. Saxena, S, (1998). A first Course in computers, New Delhi, Vikas Publishing House Pvt.Ltd.
5. Sinha, P.K., (2003). Computer Fundamentals:, New York, BPBPublications
6. Tanenbaun, A.S., (1998) Computer Networks. New Delhi, Prentice Hall ofIndia.

##### M.A. (EDUCATION) (FINAL) SEMESTER-III

**MAEd – 303 (Opt. E): ADULT AND CONTINUING EDUCATION (PART-ONE)**

Time:3hours credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

After undergoing the course content of this paper, the students will be able to understand:

1. the concept, need, importance, objectives and scope of AdultEducation.
2. differentiate formal. Informal and non-formal education.
3. about developments taking place in the field of Adult Education in India.
4. different approaches for imparting Literacy and Post-Literacy.
5. various problems of dropout and relapse into illiteracy inIndia.
6. concept of National policy on Education in the context of Adult Education, national literacy mission Jan ShikshanNilayamsand adultlearning.
7. know about various methods of teaching literacy and methods of adult education.
8. to develop understanding among the students regarding the different aspects related to training of Adult EducationFunctionaries.

##### COURSE CONTENTS

**UNIT-I**

1. Concept, need, importance, objectives and scope of adult education, Distinction between:
	* Formal, informal and non-formalEducation
	* Traditional Literacy and functionalliteracy

##### UNIT-II

1. Different approaches for imparting literacy – mass approach, selective approach and campaign approach.
2. Post-Literacy activities for neo-literates, literacy for neo-literates Problem of Drop – out and problem of relapse into literacy in the Indiancontext.

##### UNIT-III

1. National Policy on Education and Adult Education, National Literacy Mission, Jan ShikshanNilayams.
2. Adult Learning – Characteristics of Adult Learners, Motivating Adultsfor Learning

##### UNIT-IV

1. Methods of Teaching Literacy- Traditional Method, Zero Method, Alphabetic, Integrated Literacy Method, NayaSevera Method and AnsariMethod.
2. Methods of Adult Education – Lecture, Discussion andDemonstration

7. Training of Adult EducationFunctionaries

##### SELECTED READINGS

1. Bordia, Anil, J.R. Kidd & J.A. Drapert (eds.) (1973). Adult Education in India – A Book of Readings, Bombay: Nachiketa PublicationsLtd.
2. Bhatia, S.C. &Srivansava(1978). Literacy, Literacy Materials and their preparation: A General perspective, New Delhi: Directorate f AdultEducation
3. Bhola, H.S. (1984) Campaigning for Literacy – Eight National Experiences of the Twentieth Century with a memorandum to decision makers, UNESCO,Paris
4. Coles, Edwin K. Townsend (1977). Adult Education in Developing countries, New York, PergamonPress.
5. Cropley, A.J. (1977). Life Long Education: A Psychological Analysis, New York, Pergamon Press.
6. Dutta, S.C. (1987). Adult Education in the Third World, New Delhi and Criterion Publications
7. Dutta, S.C. (1973). Social Education and Social Balures in Adult Education in India, Bombay: NachoketaPublications
8. Dutta, S.C. (1986). History of Adult Education in India, New Delhi, Indian Adult Education Association ,1986
9. Draper, James A (1989). Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult EducationAssociation
10. Houle, Cyril, O (1964). Counting Your Education New York, McGraw Hill Co.
11. Indian Adult Education Association (1980). Handbook for Adult Education Instructors, NewDelhi
12. Husan, T: International Encyclopedia of Education, New York, pergamonPress
13. Jarvis, Petet(1987). Twentieth Century Thinkers in Adult Education. London, Vroom Belm
14. Kundu, C.L.: Adult Education (1984). Principals, Practice and Persects, New Delhi: Sterling Publishers
15. Kundu, C.L. (1987). Adult Education Research: Future Directions,University
16. Mathur, R.S. &PremChand(1981). Adult Education Programme: Analysis of Strength and Deficiencey, New Delhi, Indian Adult EducationAssociation
17. Ministry of Human Resource Development: National Literacy Policy of Education, Govt. of India , NewDelhi
18. Ministry of Human Resource Development,(1986) National Policy of Education, Govt. of India, NewDelhi
19. Mohsin, S.R. , J.L. Sachdeva&AshaSehgal (1983) Adult Education Programme, New Delhi: Indian – Adult EducationAssociation
20. Nimbalkar, M.R.(1987): Adult Education and its Evaluation System Delhi, Mittal Publications
21. Rogers, Alan (1986): Teaching Adults, England Open University,Press
22. Shab, S.Y. A Source Book on Adlut Education, New Delhi, Directorate of Adult Education
23. Sharan B. Merriam, Phyllis M. Cnningham (1989) Handbook of Adult and Continuing Education, Jossey Bass Publishers, San Francisco, London,1989
24. Styler, W.eE.: Adult Education in India, Bombay : Oxford University Press,1966
25. Yadav, R.S.: Adult Education – Concept, Theory and Practice, Associated Publishers, AmbalaCantt.

##### M.A. (EDUCATION) III SEMESTER

**MAEd 304 (Opt. A) MANAGEMENT AND ADMINISTRATION OF EDUCATION**

Time:3hours Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

After undergoing the course content of this paper, the students will be able to understand:

1. theconcept meaning and nature of EducationalAdministration.
2. the modern concept of educational administration from 19thto presentday.
3. the Relationship between management and administration.
4. the Developments of modern concepts of educational administration
5. the students will have understanding the specific trends in educational administration and resources of education, problems of educationalfinance.
6. clarity with regard to meaning, need and importance ofleadership.
7. familiar with the theories of leadership.
8. the theories, styles and measurement leadership.

##### COURSE CONTENTS

**UNIT-I**

* 1. Meaning, Nature, scope, need and functions of EducationalAdministration.
	2. Relationship among management, administration, supervision andplanning.

##### UNIT-II

* 1. Developments of modern concepts of educational administration from 1900 to presentday
		+ Taylorism
		+ Administration as aprocess
		+ Human relations approach toAdministration
1. Meeting the psychological needs ofemployees.

##### UNIT-III

1. Specific Trends in Educational Administration
	* Decision making
	* Organizationalcompliance
	* OrganizationalDevelopment
	* PERT
	* Management by objectives(MBO)

##### UNIT-IV

1. Meaning, need & Importance ofLeadership
	* Theories ofLeadership
	* Styles ofLeadership
	* Measurement ofLeadership

##### SELECTED READINGS:-

1. Unruh,A.&Turner,E.(1970).Supervisionforchangeandinvocation.NewYork.
2. Bahtanagar, R.P. &Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut: R.Lall. BookDepot.
3. Harding, H. (1987). Management Appreciation. London: PitmanPublishing.
4. Ravishankar, S., Mishra, R.k., &Sharms, M.L. (1988). Human Resource Development. Bombay: Dhrav&Deep.
5. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publication.
6. Sinha, P.S.N. (ed) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.
7. Spears, H. (1955). Improving the Supervision of Instruction. N.Y.: PrenticeHall.
8. Wiles, K. (1955) .supervision for Better Schools. N.Y.: PrenticeHall.

##### M. A. (EDUCATION) SEMESTER III

**MAEd304 (Opt. B) EDUCATIONAL TECHNOLOGY (PART-ONE)**

Credit-04

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

After undergoing the course content of this paper, thestudents will be able to:

 1. understand the meaning, concept and scopeofeducational technology.

1. define the components of educational technology.
2. explain the modalities of teaching.
3. use multimedia approach in educationaltechnology.
4. learn about pre-active, interactive and post active stages ofteaching.
5. understand the difference among teaching, training, instruction andindoctrination.

 .

1. understand the nature of different types ofprogrammedinstructions
2. develop a Programmed Instruction programme to educate.

##### COURSE CONTENTS

**UNIT-I**

1. Meaning, Concept and scope of educational technology, Systems approach to Education and itscharacteristics.

##### UNIT-II

1. Components of Educational Technology –Hardware andsoftware.
2. Multi-Media Approach in Educational Technology-Meaning, Uses and Limitation.

##### UNIT-III

1. Modalities of teaching – Teaching as different from indoctrination instructions, conditioning andtraining
2. Stages of teaching – Pre-active, Interactive and Postactive
3. Teaching at different levels – Memory, understanding and reflective levels of organizing teaching andlearning

##### UNIT-IV

1. Programmed Instruction: origin, principles andcharacteristics
2. Types : Linear, Branching andMathetics
3. Development of a Programmed Instruction: Preparation, Writing, Try out and Evaluation

##### SELECTED READINGS

1. Davies, I.K., “ The Management of Learning”, London: McGraw Hill,1971
2. Dececco, J.P., “The psychology of Learning and Instruction”, New Delhi, prentice Hall,1988
3. Kulkarni, S.S. (1986) Introduction to Educational technology”, New Delhi, Oxford & IBH PublishingCompany.
4. Kumar, K.L. (1996).Educational technology. New Delhi: New Age International Publishers.
5. Locatis, C.N. and Atkinson, F.D. (1984) Media and technology for education and training. London: Charles E. publishingCo.
6. Mavi, N.S. (1984). Programmed Learning-An Empirical Approach”, Kurukshetra , VishalPublishers,
7. Joyce, B. & Weil, M. (1992). Models of teaching. New Delhi: PrenticeHall.
8. Merrit, M.D. (1971). Instructional design. NewYork:
9. Mukhopadhyay, M.(1990). Educational technology. New Delhi:Sterling.
10. Pandey, K.P. (1980). A first course in instructional technology. Delhi: AmitashParkashan,
11. Pandey, S.K. (1997). Teaching communication. New Delhi: Commonwealth Publishers.
12. Pandey, K.P. (1997). Dynamics of teaching behavior. Gaziabad,AmitashPrakashan.
13. Prcival, F. and Ellington, H. (1998). A handbook of educational technology. New York, KoganPage.
14. Skinner, B.F. (1968).The technology of teaching. New York: Appleton CenturyCrofts.

##### M.A. (EDUCATION) SEMESTER III

**MAEd - 304 (Opt. C) EDUCATIONAL AND VOCATIONAL GUIDANCE (PART ONE)**

Credit- 04

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

After undergoing the course content of this paper, the students will be able to understand:

1. the conceptual Meaning, Need and Importance of Guidance.
2. explain Principles of guidance and is different types.
3. effectively Organization of Guidance Services at SchoolLevel.
4. concept of Group Guidance - its Meaning, Advantages, Principles andkinds.
5. the students will have understanding of process of Guidance for differently abled Students and will also be expected to be capable of providing Guidance to differently able students at SchoolLevel.
6. the students will have clarity regarding concept and process of counseling.
7. differentiate counseling with special reference to Role of Counselor in the different types of counseling.
8. the guidance of exceptional children.

##### COURSE CONTENTS

**UNIT-I**

1. Concept, meaning, principles, need and importance ofguidance.
2. Types of Guidance – Educational Guidance, Vocational Guidance and personal Guidance

##### UNIT-II

1. Organization of guidance services in schools – need, principles, steps & strategies for effective organization of Guidance services at schoollevel.

##### UNIT-III

1. Group Guidance – Meaning, advantages, principles and kinds of groupguidance.
2. Guidance of exceptional children – Physically Handicapped, Gifted and children with BehavioralProblems

##### UNIT-IV

1. Counseling – Meaning, Need, Procedure andTypes
	* Directive counseling – concept, advantages andlimitations
	* Non-Directive Counseling-concept, advantages andlimitations
	* Elective counseling – concept, advantages andlimitations

##### SELECTED READINGS:

1. Bernard, H. W & Daniel F.W. (1977). Principles of Guidance, Second Edition, New York – Thomas Y. CrowellCompany.
2. Jones, J.A.: (1970). Principles of Guidance, Bombay: Tata McGrawHill.
3. Miller, F.W. (1961). Guidance Principles and Services, Columbia : OhioMerrill
4. Pandey, K.P. (2000). Educational and Vocational Guidance in India,Varanasi: VishwaVidyalayaPrakashanChowk
5. Tolbert, E.L. (1967) Introduction of Counseling, New York: McGrawHill.
6. Strang, Ruth. (1949). Counseling Technics in colleges and Secondary Schools, New York:Harpar
7. Taxler, A.E.(1964): Techniques of Guidance, New York: McGrwaHill
8. Robinson, F.P (1950) Principles and Procedures in student counseling, New York: Harper &Brother
9. Super, D.E.,( 1949) Apprising Vocational Fitness, New York: Harper andBrother

##### M.A. (EDUCATION) SEMESTER III

**MAEd –304(Opt. D): MENTAL HYGIENE AND EDUCATION (PART-ONE)**

Time:3hours Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

After undergoing this course content , the students will be able to:

* + 1. define concept of mental health and mentalhygiene,
		2. differentiate wholesome and abnormal personality,
		3. explain the conceptual meaning of adjustment andconflicts,
		4. relationships of School and Mentalhealth for education,
		5. describe concept of personality problem and role of mental hygiene and school curriculum
		6. criticize positive and negative role of religion in mentalhealth,
		7. define Mental Health from Ancient Indian Point ofView.
		8. the role of religion and mental health.

##### COURSE CONTENTS:UNIT-I

1. Mental Health and MentalHygiene:-
	* Concepts of Mental Health
	* Criteria of MentalHealth
	* Concept of Wholesome and AbnormalPersonality
	* Aspects, Goals and Principles of MentalHygiene

##### UNIT-II

1. Adjustment:-
	* Concept and Process ofAdjustment
	* Concept and Causes ofMaladjustment
	* Adjustment Mechanism – Subtraction, Withdrawal, Compensation,. Sublimation, Rationalization, Projection, Reaction Formation, regression, Fixation
	* Conflict: Concept and Types ofConflicts

##### UNIT-III

1. School and Mentalhealth:-
	* Teacher and MetalHealth
	* Some Questionable SchoolPractices
	* Personality Problems inClassroom
	* Classroom approaches to mentalhealth
	* Place of Mental Hygiene in schoolcurriculum
	* Principles of curriculum construction from mental hygiene point ofview

##### UNIT-IV

1. Religion and Mentalhealth
	* Relationship between Religion and MentalHealth
	* Positive and negative role of religion in MentalHealth
	* Concept of Mental Health from Ancient Indian Point ofView

##### SELECTED READINGS

1. Arkoff Abe (1968). Adjustment and Mental health, New York: McGraw Hill Company
2. Akhilananda S.(1952) Mental Health andHindu Psychology, London: Alle and unwin
3. Akhilananda (1953), Hindu Psychology, London:Routledge
4. Bahadur Mal (1955) Mental in Theory and Practice, Hoshiarpur: V.V. R.I.
5. Bernard, Harold, W. (1952). Mental Hygiene for class-room teachers, New York: McGraw Hill BookCo.
6. Bonny, M. E.(1960) Mental Health in Education , Boston: Allyn andBacon
7. Burbury, W.M. (Balient) et.al: An introduction to Child Guidance London: Mac Millan& Co.
8. Capuzzi D and Dougles,G.R: Introduction to Counselling. London: Allyn andBacon
9. Carroll, H, A(1956).Mental Hygiene: The Dynamics of Adjustment (3rd ed.), Englewood Cliffs, New Jercy: PrenticeHall
10. Coleman, J.C. (1976).Abnormal Psychology and Modern Life, Bombay: D.B. Tara Porewala Sons &Co.
11. Crow, Lester D. & Crow, Alince(1952) Mental Hygiene, New York: McGraw Hill Book Company
12. Garg, B.R. (2002). An Introduction to Mental Health, Ambala: Associated Publicaitons
13. Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.
14. Kallam, S.G. eta (1975). Mental Health and Going to School, Chicago: University of Chicago,Press
15. Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies, Kurukshetra: VishalPublications
16. Suraj B &Dutt N.K. (1978). Mental Health through Education, New Delhi: Vision BooksPublications
17. SurajBhan, (1952).Towards a Happier Education, Jallendhar City: University Publications
18. Thork, G.L. & Olson, S.L. (1999). Behavior Therapy: Concepts, Procedures and Application, London: AllynBacon
19. Thorpe, L.P. (1950).The Psychological of Mental Health, New York: The Ronald PressCo.
20. Watkins Ted. R. &Callicut, J. W(1990). Mental Health: Policy & Practice Today, New Delhi: SagaPublications
21. Wolberg, L.R(1995) The Techniques of Psychotherapy, London: Jason AronsonInc

##### M.A. (EDUCATION) SEMESTER III

**MAEd – 304 (Opt. E): ECONOMICS OF EDUCATION (PART-ONE)**

Time:3hours Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selectedfrom the entire syllabus.
* Two long answer type questions will be set from each of the four units, outof which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

The students will be ableto:

1. understand the basic concept with aims and scope of economics ofeducation.
2. explain education as investment,
3. knowthe concept of education as major determinants of economicdevelopment.
4. define cost analysis and Problems arising in its application,
5. realize the productivity of education in economicdevelopment.
6. understand the concepts, nature, principles and procedures ofeducational planning.
7. know about different Approaches to EducationalPlanning and its historical background,
8. understand the relationship of educational planning and manpower planning.

##### COURSE CONTENTS

**UNIT-I**

1. Economics of Education:-
	* Meaning
	* Aims
	* Scope andSignificance
2. Education as consumption orInvestment:-
	* Education asConsumption
	* Education asInvestment
	* Difficulties in treating Education as consumption /investment

##### UNIT-II

1. CostAnalysis:-
	* Cost ofEducation
	* Components of Educational costs
	* Methods of determiningcosts
	* Problems arising in the application of the concept of cost in education

##### UNIT-III

1. EducationalPlanning:-
	* Concept, Needs and Goals of EducationalPlanning
	* Principles of EducationalPlanning
	* Approaches to EducationalPlanning
	* Educational Planning in India sinceIndependence

##### UNIT-IV

1. Education and ManpowerPlanning:-
	* Concept of ManpowerPlanning
	* Forecasting Manpower needs
	* Techniques of ManpowerForecasting
	* Limitation of ManpowerForecasting

##### SELECTED READINGS

1. Alex, V. Alexender(1983) Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi,July
2. Blaug, M. (1972)Economics of Education, the English Language Book Society and Penguin Books,England
3. Bertrand, Oliver(1992) Planning Human resources: Methods, Experiences and Practices, Sterling Publishers, NewDelhi
4. Coombs, Philip H. An Hallack J, (1972) Managing Educational Costs UNESCO International Institute of EducationalPlanning
5. Hallack,J.(1969)theAnalysisofEducationalCosts&Expenditure,UNESCO,paris
6. Harbison, F and Myers Charles, A: Education, manpower and economic growth: Strategies of Human resource Development, Oxford & IBMPublishing Co.
7. Kneller, G.F. (1968) Education and Economics Thought, new York, John Wiley and SonsINC
8. Nagpal, S.C. and Mital A.C.(1993) Economics of Education, Sterling Publishers Pvt. Ltd., NewDelhi
9. Natrajan, S. (1990) Introduction to Economics of Education, Sterling Publishers, Pvt. Ltd., NewDelhi
10. Pandit, H.N. (1969) Measurement of Cost Productivity and Efficiency of Education, NCERT
11. Rao, VKRV(1965) Education and Human resource Development, Allied Pubshilers, NewDelhi
12. Raza, Moonis(1986), Educational planning, A long Term Perspective, Concept Publishing Company, NewDelhi
13. Singh, Baljit(1983)Economics of Indian Education, MeenakshiPrakashan,new Delhi
14. Sodhi, T.S. (1990) Economics of Education, New Delhi:Vikas
15. Tilak, J.B.G. (1992) Educational Planning at Grass Roots, Ashish Publishing House, NewDelhi
16. Vaiaey, J (1962) Costs of Education, London,Feber
17. UNESCO(1968), Readings in the Economics of Education , Paris, UNESCO Publications

##### SEMESTER-IV

**Courses of IVthSemester**

##### MAEd 401 Dissertation to be submitted at the end of IV Semester i.e. April, 30 every year)

MAEd 402: Comparative Education and Curriculum Development (Part Two) MAEd 403: Contemporary Issues In Indian Education (Part-Two)

##### MAEd-404(Opt. i): Any one of the following

A Special Education(Part-Two)

B Educational Measurement and Evaluation(Part-Two)

C Teacher Education(Part-Two)

D Computer Education(Part-Two**)**

E Adult and Continuing Education(Part-Two)

##### MAEd405(Opt. ii) Any one of the following:-

A. Management And Administration Of Education (Part-Two) B. EducationalTechnology(Part-Two)

1. Educational And Vocational Guidance (PartTwo)
2. Mental Hygiene And Education(Part-Two)
3. Economics Of Education (part two)

MAEd 406: **FieldWork**

##### M.A. (EDUCATION) SEMESTER IV

MAEd **– 401: DISSERTATION**

**Credit -4**

**Dissertation Max. Marks:100**

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the chairman/Principal ofthe Department/College. The students will submit three copies of Dissertation to the Department/ College by 30th April of the session. The viva-voce will be held on a date to be fixed by the University.

Dissertation and viva-voce will be evaluated jointly be external and internal examiners.

##### M. A. (EDUCATION) SEMESTER IV

MAEd**-402: COMPARATIVE EDUCATION AND CURRICULUM DEVELOPMENT**

**(PART-TWO)**

Credit - 04

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will be comprised of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

After undergoing / understanding the course content, the students will have:

* + - 1. understanding of Higher Education System of U.K., U.S.A. andIndia.
			2. clarity regarding Distance Education System of U.K., Australia andIndia.
			3. understanding of Educational Administration in U.K. U.S.A. and India,
			4. explain Historical Development of ComparativeEducation in their own words.
			5. familiar with approaches of comparative education.
			6. know about the system of Teachers Education in U.K., U.S.A. andIndia.
			7. define different Models of Curriculum Development.
			8. understand the concept of Curriculum Evaluation in terms of learning outcome

##### COURSE CONTENTS

**UNIT-I**

* + Higher Education in U.K., U.S.A. &India
	+ DistanceEducation–Itsconcept,needsandvariousconceptswithreferenceto

U.K. , Australia & India

##### UNIT-II

* + Educational Administration in U.K., U.S.A. &India
	+ Teacher Education in U.K., U.S.A. &India

##### UNIT-III

* + Historical Development of ComparativeEducation
	+ Approaches of Comparative Education – Historical, Philosophical, Sociological and problemapproach
	+ Salient features of Education system of U.S.A., U.K. &India

##### UNIT-IV

* + Different Models of Curriculum Development: Administrative, Grass Root, Demonstration & SystemAnalysis
	+ Curriculum evaluation in terms of learning outcome – concept formative and summative evaluation. System of according marks, ratings and grades; Interpretation of EvaluationResults.

##### SELECTED READINGS

1. Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen andUnwin.
2. Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH PublishingCo.
3. Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace &Company.
4. Dent, H.C. (1981). Educational system of England. London: George Allen and Unwon.
5. Denis, L. (1986). School curriculum planning. London: Hodder adStoughton.
6. Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and RowPublishers.
7. Hans, N. (1961). Comparative education. London: Routledgeand KeganPaul.
8. Harold A. &Elsic, J. A. (1957). The curriculum. New York: The MacMillan Company.
9. International encyclopedia of curriculum. (1991) London: PergamonOxford.
10. Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities,IGNOU.
11. Kandel, I.L. (1963). Studies in comparative education.New York: George Harrup.
12. Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt.Ltd.,
13. Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New:IGNOU.
14. William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart andWinston.

##### M.A. (FINAL) EDUCATION SEMESTER IV

MAEd**- 403: CONTEMPORARY ISSUES IN INDIAN EDUCATION (PART-TWO)**

Credit- 04

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

After undergoing the course content of this paper, the students will be able to understand:

1. the challenged faced by Indian education in the presentscenario,
2. know about different commissions and policies in education system,
3. contemporary issues such as universalization of education.
4. vocationalization of education and education forgirls.
5. issues relating to quality andexcellence in Indian education system,
6. different concepts in education related to social equity and equality of emotionalopportunities.
7. issues pertaining to open learning and distance education system,
8. explains issues regarding emotional integration and international understanding in the context ofglobalization.

##### COURSE CONTENTS

**UNIT-I**

* 1. Indian Education Commission1964-66
	2. National Policy of Education1986
	3. Revised National policy1992
	4. RTE act 2010
	5. SSA,RAMSA and RUSA

##### UNIT-II

* 1. Universalization of Education and related issues such as retention / completion rates in elementaryschools.
	2. Vocationalization ofEducation
	3. Education forgirls

##### UNIT-III

1. Education of socially disadvantaged segments such asSC/ST/OBC
2. Issues relating to quality in Education andexcellence
3. Issues relating to social equity providing equality of Educationalopportunities

##### UNIT-IV

1. Issues pertaining to open learning and Distance Educationsystem
2. Education for Human values and lifeskills
3. Issues relating to medium of instruction – Three languageformula
4. Issues in respect of emotional integration and international understanding in the context ofglobalization

## SELECTED READINGS

1. Govt. of India Ministry of Education. (1959). Report of the National Committee on Women’sEducation.
2. M.H.R.D. (1966). Report of the Education Commission – Education and National Development (1964-1966), Ministry of Education, govt. of India, NewDelhi.
3. M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. of India, NewDelhi.
4. M.H.R.D. Programme of action (1992), Ministry of Education, Govt. of India, New Delhi.
5. M.H.R.D. (1990). Towards an Enlightened & Humane Society – A Review (NPERC), Ministry of Education, Govt. of India, NewDelhi.
6. M.H.R.D. (1993). Education for all: The Indian Science, Ministry of Education, Govt. of India, NewDelhi.
7. M.H.R.D. (1993). Selected Education study, Ministry of Education, Govt. of India, New Delhi.
8. Rao, D.D. (2001). National Policy on Education towards an Enlightened and Human Society. New Delhi: Discovery PublishingHouse.
9. Tiwari, D.D. (1975). Education at the Cross Roads, Chugh publication,Allahbad

## M.A. (FINAL) EDUCATION SEMESTER IV MAEd-404 (Opt. A): SPECIAL EDUCATION

**(PART-TWO)**

### Credit - 04

Time:3Hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selectedfrom the entire syllabus.
	+ Two long answer type questions will be set from each of the four units, outof which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSES OUTCOMES:

After undergoing the course content, the students will be able to understand:-

1. the concept of special education in relation to hearing impairment and different characteristics,types,problemsand identifications of Hearing-Impairedchildren.
2. the organizing of different Educationalprogrammesfor HearingImpairedchildren
3. know the Characteristics and identification of Learning-Disabledchildren,
4. to organizing of different Educationalprogrammesfor Learning-Disabledchildren
5. to introduce with GiftedandCreativechildren with their Characteristics,problems.
6. provide differentInterventionprogrammesofGiftedandCreativechildren
7. identify the Characteristics, problems of JuvenileDelinquents and Organize different Educational programmes for JuvenileDelinquents
8. concept and need of Guidance and counseling of Exceptionalchildren

## COURSE CONTENTS

##### UNIT-1

1. Education of HearingImpaired
	* Characteristic
	* Types
	* Identification
	* Etiology
	* Education and InterventionProgrammes

##### UNIT-II

1. Education of LearningDisabled
	* Characteristic
	* Types
	* Identification
	* Education and InterventionProgrammes

##### UNIT-III

1. Education of Gifted &Creative
	* Characteristic
	* Identification
	* Problems
	* Education Programmes
2. Education of JuvenileDelinquents
	* Characteristic
	* Identification
	* Problems
	* Etiology
	* Education and InterventionProgrammes

##### UNIT-IV

1. Guidance and Counseling for ExceptionalChildren
	* Meaning andNeed

## SELECTED READINGS

1. Bender, W.N. (1995). Learning Disability, London: Allyn&Bacon
2. Berdine, W.H. &Blackhurst A.E. (1980). An Introduction to Special Education, Boston: Herpes Collinspublishers
3. Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Ppblisher and distributors (PLtd.)
4. Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Shcools, New York: Holt, RinehartWinston.
5. Hallahan D.P & Kauffman, J.M. (1991). ExceptionalChildren:

Introduction to Special Education, London: Allyn& Bacon

1. Hewett, F.M. &Foreness S.R. (1994). Education of Exceptional Learners, London.
2. Jorden, T.E. (1977). The Exceptional Child, Ohio:Merrill
3. Kirk S.A. & Gallagher J.J. (2002). Education of Exceptional Children, Boston: Houghton MifflinCo.
4. Magnifico, L.X. (1998). Education of the Exceptional Child, New York: Longmen.
5. Shanker, U. (1978). Exceptional Children, Jallandhar:Steering Publications.
6. Singh,N.N.&Beale.I.L.(1992).LearningDisabilities–Nature, Theory and Treatment, New York: SpringerVerlag
7. Smith, C.R. (1991). Learning Disabilities- The interactionoflearner, Task and Setting, Massachusetts, London: Allyn&Bacon
8. Strange, Ruth. (2004). Exceptional Children & Youth, N.J.: PrenticeHall
9. Role of Teachers and otherSpecialities

##### M. A. (EDUCATION) SEMESTER IV

MAEd**404 (Opt. B): EDUCATIONAL MEASUREMENT AND EVALUATION (PART-TWO)**

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

The students will be able to:

1. acquaint the student with the basic concepts and practices adopted in educational measurement andevaluation.
2. use of different measuring instruments,
3. aware the students with tools and techniques of measurement andevaluation.
4. knowing about the New trends in Measurement andEvaluation
5. develop skills and competencies in constructing and standardizing atest.
6. make the students understand how various requirements of education are measured, evaluated, interpreted and their rules are recorded to helplearners.
7. define the concept of correlation and its significance in the field of education
8. developthe ability to explain and use appropriate correlationmethods.

##### COURSE CONTENTS

**UNIT-I**

1. Characteristics of good measuringInstruments
	* Concepts of True and Errorsscores
	* Reliability
	* Validity
	* Norms
	* Usability

##### UNIT-II

1. New trends in Measurement andEvaluation
* Grading system: relative merits and demerits of marking andgrading
* Semestersystem
* Continuous and comprehensiveevaluation
* Question banks
* Use of computer inevaluation

##### UNIT-III

1. TestStandardization
* Norm referenced and criterion referencedtests
* Standard scores: T-score andC-score
* Construction and Standardization of an achievementtest
* Interpretation of test scores and methods of feedback tostudents

##### UNIT-IV

1. Correlation : concept, computation and significance of thefollowing:
* Biserialcorrelation
* Point-biserialcorrelation
* Tetrachoriccorrelation
* Phi-correlation
* PartialCorrelation
* Multiplecorrelation

##### SELECTED READINGS

1. Adams, G.K. (1965). Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, NewYork
2. Aggarwal, Y.P. (1998). Statistical Methods: Concepts , Applications and Computation, Sterling, NewDelhi
3. Aggarwal, R.N. and Asthana, Vipin (1983). Educational Measurement and Evaluation, Vinod,Agra.
4. Aiken, L.R. (1985). Psychological Testingand Assessment, Allyn and Bacon, Boston
5. Anastasi, A. (1982). Psychological Testing, Mac Millan, NewYork
6. Cronbach, L.J. (1964). Essentials of psychological Testing, Harper and row, New York
7. Ebel, R.L. and Frisbe, D.A. (1990). Essentials of Educational Measurement, prentice Hall, NewDelhi
8. Freeman, F.S(1965). Theory and Practice of Psychology Testing, Holt Rinehart & Winston,1965

##### M.A. (EDUCATION) SEMESTER IV

##### MAEd – 404 (Opt. C) TEACHEREDUCATION

**(PART-TWO)**

Credit- 04

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:-

After undergoing the course content of this paper, the students will be able to understand:

* + 1. concept of teacher education and types of teachings education programmes andprofession.
		2. to trained teachers for special schools,
		3. effective implementation of curriculum for teacher education programme,
		4. know about the various agencies working in the field of education,
		5. the current problems of teacher Education and practicingschool.
		6. different competition essential for a teacher for effectivetransaction.
		7. various issues regard to teacher education, teacher effectiveness andproblems.
		8. use of Various Instruction strategies in TeacherEducation

##### COURSE CONTENTS

**UNIT-I**

* + 1. Distance Education and TeacherEducation
		2. Orientation and refreshercourses
		3. Preparing teachers for specialschools
		4. Implementation of curricula of teacher Education at variouslevels

##### UNIT-II

* + 1. Various agencies for in-service teacherEducation
		2. Objectives and organization of practiceteaching
		3. Current problems of teacher Education and practicingschools

##### UNIT-III

* + 1. Instruction strategies in TeacherEducation
		2. Lecturestrategy
		3. Discussion
		4. Brain Storming
		5. Simulation
		6. Actionresearch
		7. Supervisedstudy

##### UNIT-IV

* + 1. Areas of research in teacher Education with special emphasison
* Teachereffectiveness
* Problems of admission to teacherEducation
* Modification of teacherBehavior
* Schooleffectiveness

##### SELECTED READINGS

1. Dunkin, J. Michal (1987) The International Encyclopedia of Teaching and Teacher Education, PergamonPress.
2. Husen, Torsten&Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press, New York, Vol.1-12.
3. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi: Radha Publishing.
4. Millman, J. (1988) Handbook of teacher Education, Boverly Hills: Sage Publishing House.
5. Mitzel, H.E. (1982), Encyclopedia of Educational Research (5thEd.) New York: Free Press.
6. Nayar, D.P. (1989) Towards a national system of Education, New Delhi: Mittal Publishing.
7. Ryan, Kelvin,(1975) Teacher Education, NSSE: University of ChicagoPress
8. Sarason, S.B., Davidson, K. & Blatt, B.(1962) The Preparation of Teachers: An Unstudied Problem in Education, New York: JohnWiley.
9. Stones & Morris, (1973) Teaching-Practices-Problems and Prospects, Methuen & Co., London,1973

##### M. A. (EDUCATION) SEMESTER IV

MAEd **404(Opt. D) COMPUTER EDUCATION (PART-TWO)**

Time:3hours Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

After understanding the course content of this paper:

1. know The concept of computer networking,
2. the students will have clarity uses and different types of netwoking in computer
3. the students will be able to understand how to use the internet ineducation,
4. gain the knowledge about using of different internet tools,
5. effectively use of different computer applications in education,
6. the students will be able to effectively use of PowerPointpresentation.
7. explain the Concept of multimedia and its significance in education,
8. the students will be able to understand the scope of multimedia and its uses ineducation.

##### COURSE CONTENTS

**UNIT-I**

* 1. Networking onComputers
		+ Meaning of Networking
		+ Need ofNetworking
		+ Types ofNetworking
		+ Use of Networking inEducation

##### UNIT-II

* 1. Internet
		+ Meaning ofInternet
		+ InternetTools
		+ E-Mail
		+ Browsers
		+ Visiting WebSites

##### UNIT-III

* 1. Application OrientedInformation
		+ Data Bases and its uses-M SAccess
		+ Using power point for creating and manipulating of presentations in class- room

##### UNIT-IV

* 1. Multi-Media & itsusage
		+ Meaning ofmulti-media
		+ Importance ofMulti-Media
		+ Scope ofMultimedia
		+ Use of Multi-Media inEducation

##### SELECTED READINGS

1. Cox, J. and Urban, P. (1999). Quick courses in Microsoft Office, New Delhi, Galgotia Publications.
2. Jain, Satish, (1990). Introduction to Computer Science and Basic Programming. New Delhi, BPBPublications.
3. Rajaraman, V., (1996). Fundamentals of Computers, , New Delhi, Prentice Hall of India.
4. Saxena, S, (1998). A first Course in computers, ,New Delhi, Vikas Publishing House Pvt.Ltd..
5. Sinha, P.K., (2003). Computer Fundamentals: New York, BPBPublications.
6. Tanenbaun, A.S., (1998) Computer Networks”, New Delhi, Prentice Hall ofIndia.

##### M.A. (EDUCATION) SEMESTER IV

MAEd**–404 (Opt. E): ADULT AND CONTINUING EDUCATION (PART-TWO)**

Time:3hours Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
	+ Two long answer type questions will be set from each of the four units, out of which the studentswillberequiredtoattemptonequestionfromeachunit.Longanswerquestionswill

carry 16 marks each.

##### COURSE OUTCOMES:

 After undergoing and understanding the course content of this paper, the students will be able to understand

1. concept of Mass Media and its applications in Adult Education.
2. facing the different type of problems in using mass media in adult education,
3. they will have understanding of different Agencies of AdultEducation.
4. the various agencies like central govt. , state govt. etc.
5. familiar with Success Stories of Literacy Campaigns of different countries,
6. the students will have Understanding of problems of Adult Education,
7. research priorities in Adult Education,
8. know about Evaluation procedure in AdultEducation.

##### COURSE CONTENTS

**UNIT-I**

1. TheroleofMassMedia(Radio,T.V.,FilmsandNewspapers)in AdultEducationand

problems with regard to converge.

##### UNIT-II

1. Agencies of Adult Education – Central Govt., State Govt., SharmikVidyapeeths, State Resource Centre, Universities, VoluntaryOrganizations.

##### UNIT-III

1. Success Stories of Literacy Campaigns of followingcountries:-
	* Cuba (Cuban Mass LiteracyCampaign)
		+ Brazil (Brazilian LiteracyMovement)
* Tanzania (Tanzania Mass Literacy Campaign),and
* Vietnam (Mass Literacy Campaign in Socialist Republic ofVietnam)

##### UNIT-IV

1. Problems of AdultEducation
2. Research Priorities in AdultEducation
3. Evaluation Procedure in Adult Education, Types of Evaluation, Formative and

Summative Evaluation

##### SELECTED READINGS

1. Bordia, Anil, J.R. Kidd & J.A. Drapert(eds.) (1973). Adult Education in India – A Book of Readings, Bombay: Nachiketa PublicationsLtd.
2. Bhatia, S.C. &Srivansava(1978). Literacy, Literacy Materials and their preparation: A General perspective, New Delhi: Directorate f Adult Education
3. Bhola, H.S. (1984) Campaigning for Literacy – Eight National Experiences of the Twentieth Century with a memorandum to decision makers, UNESCO,Paris
4. Coles, Edwin K. Townsend (1977). Adult Education in Developingcountries, New

York, Pergamon Press.

1. Cropley, A.J. (1977). Life Long Education: A Psychological Analysis, NewYork,

Pergamon Press.

1. Dutta, S.C. (1987). Adult Education in the Third World, New Delhiand Criterion

Publications

1. Dutta, S.C. (1973). Social Education and Social Balures in Adult Education inIndia,

Bombay: Nachoketa Publications

1. Dutta, S.C. (1986). Historyof Adult Education in India, New Delhi, Indian Adult

Education Association , 1986

1. Draper, James A (1989). Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult EducationAssociation
2. Houle, Cyril, O (1964). Counting Your Education New York, McGraw HillCo.
3. Indian Adult Education Association (1980). Handbook for AdultEducation

Instructors, New Delhi

1. Husan, T: International Encyclopedia of Education, New York, pergamonPress
2. Jarvis, Petet(1987). Twentieth Century Thinkers in Adult Education. London,Vroom

Belm

1. Kundu, C.L.: Adult Education(1984). Principals, Practice and Persects, New Delhi:

Sterling Publishers

1. Kundu, C.L. (1987). Adult Education Research: Future Directions,University
2. Mathur, R.S. &PremChand(1981). Adult Education Programme: Analysis of Strength and Deficiencey, New Delhi, Indian Adult EducationAssociation
3. Ministry of Human Resource Development: National Literacy Policy ofEducation,

Govt. of India , New Delhi

1. Ministry of Human Resource Development,(1986) National Policy ofEducation,

Govt. of India, New Delhi

1. Mohsin, S.R. , J.L. Sachdeva&AshaSehgal (1983) Adult Education Programme, New Delhi: Indian – Adult EducationAssociation
2. Nimbalkar,M.R.(1987): Adult Education and its Evaluation System Delhi, Mittal

Publications

1. Rogers, Alan (1986): Teaching Adults, England Open University,Press
2. Shab, S.Y. A Source Bookon Adlut Education, New Delhi, Directorate of Adult

Education

1. Sharan B. Merriam, Phyllis M. Cnningham (1989) Handbook of Adult and Continuing Education, Jossey Bass Publishers, San Francisco, London,1989
2. Styler, W.eE.: Adult Education in India, Bombay :Oxford University Press, 1966
3. Yadav, R.S.: Adult Education – Concept, Theoryand Practice, Associated Publishers,

AmbalaCantt.

##### M.A. (EDUCATION) IV SEMESTER

MAEd 405 **(Opt. A) MANAGEMENT AND ADMINISTRATION OF EDUCATION**

Time:3hours Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

The students will be able to understand-

* 1. the basic concept of educationalplanning, its meaning, need and importance.
	2. know the problems and approaches of educational planning,
	3. explainthe different kinds of educationalplanning.
	4. differentiate institutional planning and perspective,
	5. the meaning, nature of educationalsupervision.
	6. explain types and functions of educationalsupervision.
	7. the students will be able to explain the supervisory programme,
	8. the different principles of educationalsupervision.

##### COURSE CONTENTS

**UNIT-I**

1 Educational planning

* + - Meaning and Nature, need & Importance of EducationalPlanning
		- Problems of EducationalPlanning
		- Approaches of EducationalPlanning

##### UNIT-II

2. Kinds of Educational Planning.

• InstitutionalPlanning

• PerspectivePlanning

##### UNIT-III

3. Educational supervision:

* Meaning and Nature of Educationalsupervision
* Traditional and Modernsupervision
* Need and function of educationalsupervision

4. Supervision asa:

• ServiceActivity

• Process

• function

##### UNIT-IV

5. Planning organizing and Implementing Supervisory Programmers.

6. Principles of educational supervision

##### SELECTED READINGS:

1. Bahtanagar, R.P. &Aggarwal, V. (2004). EducationalAdministration,

Supervision, Planning and Financing.Merrut: R.Lall. Book Depot

1. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
2. Ravishankar, S., Mishra, R.k., &Sharms, M.L. (1988). Human Resource Development. Bombay: Dhrav&Deep.
3. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publication.
4. Sinha, P.S.N. (Ed) (2002). Management and Administration in Govt. New Delhi: CommonwealthPublishers.
5. Spears, H. (1955). Improving the Supervision of Instruction. N.Y.: Prentice Hall.
6. Unruh, A. & Turner, E. (1970). Supervision for change and invocation. New York.
7. Wiles, K. (1955) .supervision for Better Schools. N.Y.: PrenticeHall.

##### M. A. (EDUCATION) SEMESTER IV

MAEd**405 (Opt. B) EDUCATIONAL TECHNOLOGY (PART-TWO)**

Credit- 04

Time:3hours Max. Marks:100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:-

The students will be able to understand-

1. the concept of micro-teaching and its importance in education,
2. define the term communication, its process and types.
3. know the concept and different families of teachingmodels.
4. studentswillhaveunderstandingofFlander’sinteractionanalysisandabouthowtouseitin analysis of classroom interaction.
5. designing Instructional System for education
6. clarify regarding different types of evaluationtools.
7. define educational technology and its importance,
8. applicationofeducationaltechnologyinthefield of distanceeducation.

##### COURSE CONTENTS

**UNIT-I**

1. Modification of Teaching behavior: Micro teaching, Flanders Interaction Analysis and Simulation
2. Communication process: Concept of communication, principles, Modes and Barriers to communication, class room communication (Interaction, Verbal andNon-Verbal).

##### UNIT-II

1. Models of Teaching: Concept , Different families of TeachingModels
2. Designing Instructional System: Formulation of instructional objectives & task Analysis.

##### UNIT-III

1. Designing of Instructional Strategies: Lecture, team Teaching, Discussion, Seminar, tutorial and Brain stormingsessions.
2. Development of Evaluation Tools: Norms Referenced Tests and Criterion referenced tests

##### UNIT-IV

1. Application of Educational Technology in Distance Education:
	* Concept of DistanceEducation
	* Differentiate between Distance and Open LearningSystems
	* Students Support Services in DistanceEducation
	* Evaluation process in DistanceEducation
	* Counseling in DistanceEducation

##### SELECTED READINGS

1. Davies, I.K. (1971). The management of learning. London: McGrawHill.
2. Dececco, J.P.(1998). The psychology of learning and instruction. NewDelhi:

Prentice Hall

1. Kulkarni, S.S. (1986). Introduction to educational technology. New Delhi, Oxford & IBH PublishingCompany.
2. Kumar, K.L. (1996) Educational technology. New Delhi: New Age International Publishers.
3. Locatis, C.N. and Atkinson, F.D.(1984) Media and technology for education and training. London: Charles E. publishingCo.
4. Mavi, N.S. (1984) Programmed learning: An empirical approach. Kurukshetra , VishalPublishers.
5. Joyce, B. & Weil, M. (1992). Models of teaching. New Delhi, prentice Hall. (8)Merrit, M.D. (1971) Instructional design. NewYork:
6. Mukhopadhyay, M. (1990). Educational technology. New Delhi:Sterling.
7. Pandey, K.P.(1980). A first course in instructional technology. Delhi: AmitashParkashan.
8. Pandey, S. K.(1997).Teaching communication. New Delhi: Commonwealth Publishers.
9. Pandey, K.P. (1997). Dynamics of teaching behavior.Gaziabad: AmitashPrakashan.
10. Prcival, F. and Ellington, H., (1998). A handbook of educational technology. New York: KoganPage.
11. Skinner, B.F. (1968). The technology of teaching. New York: Appleton Century Crofts.
12. Vedanayagam, E.G. (1988). Teaching technology for college teachers. New Delhi: SterlingPublishers.

##### EDUCATION IVSEMESTER

MAEd **– 405 (Opt. C) EDUCATIONAL AND VOCATIONAL GUIDANCE (PART-TWO)**

Time:3hours Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

#####  COURSE OUTCOMES:

After undergoing/understanding the course content of the paper, the studentswillbeable to understand-

1. concept ofOccupational Importation- need and importance.
2. different Sources of occupational information inIndia
3. the termJob Analyses and its procedure,
4. define the term Job Satisfaction and factors affecting JobSatisfaction
5. know about placement- Meaning, Functions andPrinciples,
6. gain awareness of Follow-upservice with Meaning, purposes andcharacteristics,
7. concept of data collection and its uses in education
8. acquaintance knowledge ofdifferent data collection tools and Techniques.

##### UNIT-I

1. Occupational information – meaning and need. Methods of imparting occupational information. Sources of occupational information inIndia.

##### UNIT-II

1. Job Analysis-Meaning, Types and Purposes of JobAnalysis
2. Job Satisfaction- Meaning & Factors affecting JobSatisfaction

##### UNIT-III

1. Placement Service –Meaning, Functions andPrinciples
2. Follow-up Service – Meaning, purposes andcharacteristics

##### UNIT-IV

1. Study of the individual, data collection techniques of Information – Standardized and Non-Standardized techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry,Questionnaire,ObservationandInterviewandCommutativeRecordCard.

##### SELECTED READINGS

* 1. Bernard, H. W & Daniel F.W. (1977). Principles of Guidance, Second Edition, New York – Thomas Y. CrowellCompany.
	2. Jones, J.A.: (1970). Principles of Guidance, Bombay: Tata McGrawHill.
	3. Miller, F.W. (1961). Guidance Principles and Services, Columbia : OhioMerrill
	4. Pandey, K.P.(2000). Educational and Vocational Guidance in India,Varanasi: VishwaVidyalayaPrakashanChowk
	5. Tolbert, E.L. (1967) Introduction of Counseling, New York: McGrawHill.
	6. Strang, Ruth. (1949). Counseling Technics in colleges and Secondary Schools, New York:Harpar
	7. Taxler, A.E.(1964): Techniques of Guidance, New York: McGrwaHill
	8. Robinson, F.P (1950) Principles and Procedures in student counseling, New York: Harper &Brother
	9. Super, D.E.,( 1949) Apprising Vocational Fitness, New York: Harper andBrother

##### M.A. (EDUCATION) SEMESTER IV

MAEd **–405(Opt. D): MENTAL HYGIENE AND EDUCATION (PART-TWO)**

Time:3hours Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
* Two long answer type questions will be set from each of the four units, outof which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:

After undergoing this course content, the students will be able to:

1. define the term human needs and mentalhealth.
2. find Relationship between human needs and mentalhealth.
3. explain the concept of diagnostic and psychotherapytechniques.
4. using of various RemedialTechniques
5. describe the concept of home andcommunity.
6. relationship of home andcommunity with mental health,
7. define concept of yoga and its ancient importance,
8. role of yoga in preserving the mentalhealth.

##### COURSE CONTENTS:

**UNIT-I**

1. Relationship between Human Needs and MentalHealth:-
	* Nature ofNeeds
	* Organic Socio-Psychological and EducationalNeeds
	* Meeting the needs ofChildren
	* Special Needs of IndianAdolescents

##### UNIT-II

1. Diagnostic and RemedialTechniques:-
	* Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and theirusefulness
	* Psychotherapies: Counseling Therapy and itstypes
	* Play Therapy, rational Emotive Psychotherapy, BehaviourTherapy

##### UNIT-III

1. Home, Community and MentalHealth:-
	* Home and MentalHealth
	* Qualities of Healthy homeenvironment
	* Child rearing practices and personalitydevelopment
	* Community and mentalhealth

##### UNIT-IV

1. Yoga for mentalHealth:-
	* Concept of Yoga in AncientIndia
	* Yoga as the Scientific method for the development ofpersonality
	* Yoga as the system for Preserving the MentalHealth
	* Accepting Yoga in the Modernlife

##### SELECTED READINGS

1. Arkoff Abe (1968). Adjustment and Mental health, New York: McGraw Hill Company
2. Akhilananda S.(1952) Mental Health and Hindu Psychology, London: Alle andunwin
3. Akhilananda (1953), Hindu Psychology, London:Routledge
4. Bahadur Mal (1955) Mental in Theory and Practice, Hoshiarpur: V.V.R.I.
5. Bernard, Harold, W. (1952). Mental Hygiene for class-room teachers, New York: McGraw Hill BookCo.
6. Bonny, M. E.(1960) Mental Health in Education , Boston: Allyn andBacon
7. Burbury, W.M. (Balient) et.al: An introduction to Child Guidance London: Mac Millan& Co.
8. Capuzzi D and Dougles,G.R: Introduction to Counselling. London: Allyn andBacon
9. Carroll, H, A(1956).Mental Hygiene: The Dynamics of Adjustment (3rd ed.), Englewood Cliffs, New Jercy: PrenticeHall
10. Coleman, J.C. (1976).Abnormal Psychology and Modern Life, Bombay: D.B. Tara Porewala Sons &Co.
11. Crow, Lester D. & Crow, Alince(1952) Mental Hygiene, New York: McGraw Hill Book Company
12. Garg, B.R. (2002). An Introduction to Mental Health, Ambala: Associated Publicaitons
13. Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.
14. Kallam, S.G. eta (1975). Mental Health and Going to School, Chicago: University of Chicago,Press
15. Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies, Kurukshetra: VishalPublications
16. Suraj B &Dutt N.K. (1978). Mental Health through Education, New Delhi: Vision BooksPublications
17. SurajBhan, (1952).Towards a Happier Education, Jallendhar City: University Publications
18. Thork, G.L. & Olson, S.L. (1999). Behavior Therapy: Concepts, Procedures and Application, London: AllynBacon
19. Thorpe, L.P. (1950).The Psychological of Mental Health, New York: The Ronald PressCo.
20. Watkins Ted. R. &Callicut, J. W (1990). Mental Health: Policy & Practice Today, New Delhi: SagaPublications
21. Wolberg, L.R(1995) The Techniques of Psychotherapy, London: Jason AronsonInc

##### M.A. (EDUCATION) SEMESTER IV

MAEd **– 405 (Opt. E): ECONOMICS OF EDUCATION (PART-TWO)**

Time:3hours Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** 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 will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selectedfrom the entire syllabus.
* Two long answer type questions will be set from each of the four units, outof which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

##### COURSE OUTCOMES:-

The students will be able to:

1. understand the basic concepts of economics ofeducation
2. describe the importance of education in Human ResourceDevelopment
3. know the concept of education as a major determinants of economicsdevelopment,
4. the concept of cost analysis and its importance,
5. realize the productivity of education in economicdevelopment
6. understand the concepts, nature, principles of educational planning,
7. explain the procedures ofeducational planning,
8. understand the concept of educational planning of educational financing inIndia.

##### COURSE CONTENTS

**UNIT-I**

1. Human ResourceDevelopment:-
	* Education and EconomicsDevelopment
	* Indicators of Human ResourceDevelopment
	* Process of Human resourceDevelopment
	* Education and EconomicsDevelopment

##### UNIT-II

1. BenefitAnalysis:-
	* Concept of Cost BenefitAnalysis
	* Private Returns and SocialReturns
	* Measurement of benefits in Education

##### UNIT-III

1. EducationalFinance
	* Principles of FinancingEducation
	* Methods
	* Resources
	* Grant-in aidscheme
	* Privatization ofEducation

##### UNIT-IV

1. Education andUnemployment
	* Causes of educatedunemployment
	* Estimatingunemployment
	* Problems of unemployment andeducation
	* Effects of educated unemployment on economy
	* Various remedies and schemes foremployment

##### SELECTED READINGS

1. Alex, V. Alexender(1983) Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi,July
2. Blaug, M. (1972)Economics of Education, the English Language Book Society and Penguin Books,England
3. Bertrand, Oliver(1992) Planning Human resources: Methods, Experiences and Practices, Sterling Publishers, NewDelhi
4. Coombs, Philip H. an Hallack J, (1972) Managing Educational Costs UNESCO International Institute of EducationalPlanning
5. Hallack,J.(1969)theAnalysisofEducationalCosts&Expenditure,UNESCO,paris
6. Harison, F and Myersm Charles, A: Education, manpower and Economics Growth: Strategies of Human resource Development, Oxford & IBM PublishingCo.
7. Kneller, G.F. (1968) Education and Economics Thought, new York, John Wilet and SonsINC
8. Nagpal, S.C. and Miyal A.C.(1993) Economics of Education, Sterling Publishers Pvt. Ltd., NewDelhi
9. Natrajan, S. (1990) Introduction to Economics of Education, Sterling Publishers, Pvt. Ltd., NewDelhi
10. Pandit, H.N. (1969) Measurement of Cost Productivity and Efficiency of Education, NCERT
11. Rao, VKRV(1965) Education and Human resource Development, Allied Pubshilers, NewDelhi
12. Raza, Moonis(1986), Educational planning, A long Term Perspective, Concept Publishing Company, NewDelhi
13. Singh, Baljit(1983)Economics of Indian Education, MeenakshiPrakashan,new Delhi
14. Sodhi, T.S. (1990) Economics of Education, New Delhi:Vikas
15. Tilak, J.B.G. (1992) Educational Planning at Grass Roots, Ashish Publishing House, NewDelhi
16. Vaiaey, J (1962) Costs of Education, London,Feber
17. UNESCO(1968), Readings in the Economics of Education , Paris, UNESCO Publications

## M.A. (EDUCATION) SEMESTER IV MAEd-406: FIELD WORK

**(PART-TWO)**

### Credit-4

Max. Marks: 50

The field work will be compulsory for all regular students. It will be evaluated jointly by external and internal examiners on the basis of following components:-

1. Detailed case study of an Institution i.e. School or SpecialSchool.
2. Two Observation lessons of each of two teachers of the institution of casestudy
3. Media andEducation.