

**M. A. (PREVIOUS) EDUCATION
SEMESTER I
MAEd-101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION
(PART ONE)**

Time: 3 hours

Credits - 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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES

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

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

COURSE CONTENTS

UNIT-I

1. Education & Philosophy
 - (a) Concept and definition
 - (b) Nature
 - (c) Functions of educational philosophy
 - (d) Relationship between philosophy and education

UNIT-II

2. Indian Schools of Philosophy:

- (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: Major Schools.

- (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 of Education

- (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 Philosophies of Education*, New Delhi: Tata McGrawHill.
3. Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi: Atlantic Publishers and Distributors.
4. Dewey, John (1966) *Democracy and Education*, New York: McMillan.
5. Durpis, A.M. (1972) *Philosophy of Education in Historical Perspective*, New Delhi: Thomson Press.
6. Hiriyana, M (1995) *The Essentials of Indian Philosophy*, Delhi: Motilal Banarsidas Publishers Pvt.Ltd.
7. Kneller, G.F. (1978) *Foundations of Education*, John Wiley and Sons.
8. Narvene, V.S. (1978) *Modern Indian Thoughts*, New York, Orient Longmans Ltd.
9. Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) *The Blackwell Guide to the Philosophy of Education*, Blackwell Publishing Ltd.

10. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir
11. Pandey, K.P. (1983) *Perspective in Social Foundations of Education*, Ghaziabad: Amitash Prakashan.
12. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir.
13. Park J. (Ed) (1963) *Selected Readings in Philosophy of Education*, New York: The MacMillan Company.
14. Rusk, Robert R. (1962) *Philosophical Bases of Education*, Warwick Square: University of London.
15. Sodhi, T.S. & Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.
16. Saxena Swaroop, N.R. (2001) *Philosophical and Sociological Foundations of Education*, Meerut: Surya Publication.
17. 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)**

Time:3 hours

Credits- 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 entire syllabus.
- 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 marks each.

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 affecting it.
3. explain the concept of social organization and factors effecting it.
4. the students will have clarity with regard to social interaction and social issues.
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 of education
 - (a) Social organization and its concepts

- (b) Factors influencing social organization – folk ways, mores; institutions; values
- (c) Dynamic characteristics of social organization and its educational implications.

UNIT-II

- 2. Social interactions and their educational implications
 - (a) Social group inter-group relationship – group dynamic
 - (b) Social stratifications – concepts of social stratification and its educational implications.

UNIT-III

- 3. Culture:
 - Meaning and nature
 - (a) Role of education in cultural context
 - (b) Cultural determinants of education
 - (c) Education and cultural change.

UNIT-IV

- 4. Social change: its meaning and concept with special reference to India.
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 educational implications.
 - 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*, Boston: Allyn and Bacon.
- 3. Kamat, A.R. (1985) *Education and Social Change in India*, Bombay Samaiya Publishing Co.,
- 4. Maubnhein K. (1962) *An Introduction to sociology of Education*, Routledge and Kegan Paul, London
- 5. M.H.R.D. (1990) *Towards an Enlightened and Human Society*. Department of Education, new Delhi

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 Foundations of Education*, Patiala: BawaPublication.

**M. A. (PREVIOUS) EDUCATION
SEMESTER-I
MAEd103: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
(PART-ONE)**

Time:3 hours

Credits- 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 entire syllabus.
- 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 marks each.

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 and development.
3. The students will be able to explain the concept and meaning of individual differences.
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 educational programmes 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 creativity in education.

COURSE CONTENTS

UNIT-I

1.(i) Meaning of Education and Psychology:

- (a) Relationship of education and psychology
- (b) Scope of Educational Psychology

(ii) Methods of Educational Psychology:

- (a) Experimental
- (b) Clinical
- (c) Differential

UNIT-II

2. Growth and Development during childhood and adolescence

- (a) Physical
- (b) Social
- (c) Emotional
- (d) Mental

3. Individual Differences:

- (a) Concept and areas.
- (b) Determinants: Role of heredity and environment in developing individual differences.
- (c) Implications of individual differences for organizing educational programmes.

UNIT-III

4. Gifted and Mentally Retarded Children

- (a) Meaning and Characteristics.
- (b) Needs and Problems

UNIT-IV

5. Creativity:

- (a) Concept
- (b) Characteristics
- (c) Development of creativity
- (d) Importance of creativity in education

SELECTED READINGS

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
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 Wiley and Sons, Inc
5. Baller, Awrren, R. Charles, Don, C. (1962): *The Psychology of Human Growth and Development*, new York, Holt, Rinehart and Winston
6. Baur, A., Newman, S.M West R., & Mc Manus C., (1997) *Cambridge Handbook of Psychology, health & Medicine*, Cambridge: Cambridge University Press
7. Coleman, J.C. (1976), *Abnormal Psychology and Modern Life*, Bombay: D.B. Tarapoevwala Sons & Co.
8. Dicaprio, 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 Millan Co.
10. Gagne, R.M. (1977): *The conceptions of learning*, new York, Chicago, Holt, Rinehart and Winston
11. Gates A .T ET. Al. (1963) : *Educational Psychology*, New York: MacMillan
12. Hilgard , E.R.: *Theories of learning* , New York: Appleton Century Crafts
13. Kundu, C.L. : *Educational Psychology*, Delhi Sterling Publishers, 1984
14. Kundu, C.L. & Tutoo, D.N.: *Educational Psychology*, new Delhi Sterling publishers Private Ltd., 1988
15. Shanker Udey, (1965) *Development of personality*
16. Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994) *Textbook of Psychiatry*, New Delhi: jaypee Broterhs 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, procedures and Applications*, London: Allyn Bacon

**M. A. (PREVIOUS) EDUCATION
SEMESTER-I
MAEd 104: RESEARCH METHODS IN EDUCATION
(PART-ONE)**

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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES :

- (1) After undergoing the course content of this paper, the students will be able to understand the concept, meaning, needs and purpose of educational research.
- (2) The students will have understanding of process of scientific enquiry, fundamental and applied and action research.
- (3) The students will have clarity regarding concept of qualitative and quantitative research.
- (4) The students will have understanding of emerging trends in educational research and criteria for selection of a research problem.
- (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 of research.
- (6) The students will have understanding of various tools and techniques of data collection.
- (7) The students will be able to generate a good research tool.
- (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 and deductive.
2. Nature and scope of educational research:
 - (a) Meaning, nature and limitations.
 - (b) Need and purpose of Educational Research
 - (c) Scientific enquiry and theory development.
 - (d) Fundamental, applied and action research.
 - (e) Quantitative and qualitative research.

UNIT-II

3. Some emerging trends in educational research.
4. Formulation of research problem
 - (a) Criteria and sources for identifying the problem.
 - (b) Delineating and operationalizing variables.
 - (c) Review of related literature: Importance and various sources including internet.
 - (d) Developing hypothesis in various types of research.

UNIT-III

5. Collection of Data
 - (a) Types of data: Quantitative and qualitative
 - (b) Tools, techniques and Characteristics of a good research tool;
 - (c) Questionnaire,
 - (d) Interview,
 - (e) Observation,
 - (f) Projective, and
 - (g) Sociometric techniques.

UNIT-IV

6. Sampling: Concept of population and sample
 - (a) Steps and Characteristics of a good sample.
 - (b) Various methods of sampling: Probability and Non-probability.
 - (c) Sampling errors and how to reduce them.

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, New Delhi
4. Edward, Allen L (1968), *experimental Designs in psychological Research*, Holt, Rinehart and Winston, New York
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, New York
7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi
8. McMillan, James H. and Schumacher, S. (1989), *research on Education: A conceptual Introduction* , Harper and Collins, New York
9. Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, New Delhi
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, New Delhi
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 Publications Ltd.
16. Van Dalen D.B. (1962), *Understanding Educational Research* McGraw Hill, New York

**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 entire syllabus.
- 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 marks each.

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 parametric statistics.
7. Identify the need of computation & uses of parametric & non parametric statistics.
8. Identify the significance of normal probability curve & know why there is divergence in normality.

COURSE CONTENTS

UNIT-I

1. Nature of Educational Data
 - (a) Quantitative and qualitative, Scales of measurement, Descriptive and Inferential statistics

- (b) Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive, smoothed frequency polygon.
- (c) Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median, Mode.

UNIT-II

2. Measures of Dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
3. Measure of Relative Position: Percentiles and Percentile Ranks.

UNIT-III

4. Non-parametric Tests: Meaning, assumptions, computation and uses of:
 - (a) Chi-square tests of equality and independence, setting up cross breaks for contingency table.
 - (b) Sign test: - Concept, Assumptions, Computation & uses.

UNIT-IV

1. Normal Probability Curve: Meaning, significance,
 - (a) Characteristics and applications
 - (b) Skewness and Kurtosis.

SELECTED READINGS

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L (1968), Experimental Designs in psychological research, Holt, Rinehart and Winston, New York
3. Ferguson, George A (1976) . Statistical Analysis in psychology and Education , McGraw Hill, New York
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 , New York
6. Koul, Lokesh (1988), Methodology of Educational Research , Vikas, New Delhi
7. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi
8. Neuman, W.L. (1977), Social Research methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
9. Siegel, S. (1986) Non-Parametric Statistics, McGraw Hill, New York
10. Van Dalen D.B. (1962), Understanding Educational Research, McGraw Hill, New York
11. Glass, Genev & Hopkins, Kenneth D. (1996), Statistical Methods in Education and Psychology, A Simon & Schuster Company Needham Heights

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

M. A. (PREVIOUS) EDUCATION
SEMESTER-II
MAEd 201: PHILOSOPHICAL FOUNDATIONS OF EDUCATION
(PART-TWO)

Time: 3 hours

Credits - 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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

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

1. basic concepts, types, agencies of education and constitutional provisions for education in India.
2. nature of knowledge & knowledge getting process.
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 for Educational equity and equality.
8. meaning, function of democracy and responsibility, and their relevance in education.

COURSE CONTENTS

UNIT-I

1. Western Philosophies: Major Schools.
 - (a) Realism
 - (b) Logical positivism
 - (c) Existentialism
 - (d) Marxism
 - (e) Their educational implications with special reference to the concepts of metaphysics, epistemology, axiology; their educational implications for aims, contents and methods of education

UNIT-II

2. Contributions of following Indian Philosophers to Educational Thought:
 - (a) Vivekananda,
 - (b) Tagore,
 - (c) Gandhi
 - (d) Aurobindo, and
 - (e) J. Krishnamurty

UNIT-III

3. Philosophical analysis of basic concepts of Education: Teaching, Instruction, Training and indoctrination
 - Types & agencies of Education.
4. National Values as enshrined in the Indian Constitution and their Educational implication.
5. Constitutional provisions for Education.

UNIT-IV

6. Nature of knowledge Types & sources of knowledge, and methods of acquiring knowledge.
7. Social Philosophy of Education – Democracy and Responsibility.

SELECTED READINGS

1. Broudy, H.S (1977) *Building a Philosophy of Education*, New York: Krieger.
2. Brubacher, John S. (1969) *Modern Philosophies of Education*, New Delhi: Tata McGraw Hill.
3. Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi: Atlantic Publishers and Distributors.
4. Dewey, John (1966) *Democracy and Education*, New York: McMillan.
5. Durpis, A.M. (1972) *Philosophy of Education in Historical Perspective*, New Delhi: Thomson Press.
6. Hiriyana, M (1995) *The Essentials of Indian Philosophy*, Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
7. Kneller, G.F. (1978) *Foundations of Education*, John Wiley and Sons.
8. Narvene, V.S. (1978) *Modern Indian Thoughts*, New York, Orient Longmans Ltd.
9. Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) *The Blackwell Guide to the Philosophy of Education*, Blackwell Publishing Ltd.

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 entire syllabus.
- 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 marks each.

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 of society.
3. the students will have clarity regarding concept of democracy and freedom.
4. the students will have understand concept of national integration international understanding.
5. the students will be able to understand the concept of education as a process of social system.
6. the students will have clarity with regards to social equality and quality of educational opportunity.
7. the students will be able to understand the various social theories.
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 to education:
 - (a) Socio-economic factors and their impact on education.
 - (b) Socially and Economically disadvantaged sections of the society with special reference to Scheduled Castes, and Scheduled Tribe, women and rural population

UNIT-II

- (2) Education in relation to-
- (a) Democracy
 - (b) Freedom,
 - (c) Nationalism-national integration
 - (d) International understanding.

UNIT-III

- (3) Education and Society:
- (a) As a process in social system
 - (b) As a process of socialization, and
 - (c) As a process of social progress.
 - (d) Education and politics
 - (e) Education and religion

UNIT-IV

- (4) Educational opportunity and Equality and Equity:
- (a) Education as related to social equity, and equality of educational opportunities
 - (b) Inequality of educational opportunities and their impact on social growth and development
 - (c) Social theories (with special reference to social change)
 - (i) Marxism,
 - (ii) Integral Humanism (based on 'Swadeshi') and
 - (iii) Functionalist- Emile Durkheim and Talcott Parsons

SELECTED READINGS

1. Gore, M.S. (1984) Education and Modernization in India. Rawat Publishers, Jaipur
2. Hanighurst, Robert et al. (1995) Society and Education, Allyn and Bacon, Boston
3. Kamat, A.R. (1985) Education and Social Change in India. Samaiya Publishing Co., Bombay
4. Maubnhein K. 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, New Delhi
6. Mossish, Loor (1972), Sociology of Education: introduction. George Lalen and Unwin, London
7. Pandey, K.P. (1983) Perspective in Social Foundations of Education, Amitash Prakashan, Gaziabad

8. Saxena, S.((2001) Philosophical and Sociological Foundations of Education. Meerut: Suryapublications.
9. Singh, B.N.(2005) Education: Social Change and Economic Development, Jaipur: RBSAPublishers.
10. Sodhi, T.S.&Suri, Aruna (1998) Philosophical and Sociological Foundations of Educatio, Patiala: BawaPublication.

M. A. (PREVIOUS) EDUCATION
SEMESTER - II
MAEd 203: PSYCHOLOGICAL 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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

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

- (1) concept of intelligence and theories of intelligence.
- (2) process and concept to measure intelligence.
- (3) concept and trait theories of personality.
- (4) assessment of personality by subjective and projective method.
- (5) concept of learning and use of educational implications of conditioning theories.
- (6) concept theory of motivation.
- (7) process of adjustment and defense mechanism : projection, substitution, withdrawal, reaction formation and fixation.
- (8) the students will have clarity regarding to assessment of personality by subjective and projective methods.

COURSE CONTENTS

UNIT-I

1. Intelligence
 - (a) Definition and nature of intelligence
 - (b) Theories:
 - (i) Two factor theory (Spearman)
 - (ii) Multifactor theory

- (iii) Group factor theory
- (iv) Guilford model of intellect
- (v) Hierarchical
- (c) Measurement of intelligence (two verbal and two non-verbal tests).

UNIT-II

2. Personality
 - (a) Meaning and determinants
 - (b) Type and Trait theories
 - (c) Assessment of personality by subjective and projective methods.

UNIT-III

3. Learning
 - (a) Meaning
 - (b) Theories and their educational implications:
 - (i) Pavlov's classical conditioning
 - (ii) Skinner's operant conditioning
 - (iii) Learning by insight
4. Hull's reinforcement theory
 - (a) Lewin's field theory
 - (b) Gagne's hierarchy of learning theory
 - (c) Factors influencing learning

UNIT-IV

5. Motivation
 - (a) Concept of motivation
 - (b) Theories of motivation:
 - (i) Physiological Theory
 - (ii) Murray's Need Theory
 - (iii) Psycho-analytical Theory
 - (iv) Maslow's theory of hierarchy of needs
 - (v) Factors affecting motivation
6. Mental health & mental hygiene
 - (a) Adjustment and process of adjustment
 - (b) Defense mechanism: Projection, substitution, sublimation, withdrawal, reaction formation and fixation

SELECTED READINGS

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
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 Wiley and Sons, Inc
5. Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development , new York, Holt, Rinehart and Winston

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)**

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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

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

- (1) understand the different approaches to research.
- (2) understand the research design in various types of research.
- (3) use of different methods of research.
- (4) describe the types of qualitative research.
- (5) define Validity, factors influencing Validity and techniques how to increase validity of research.
- (6) explain the steps of writing research synopsis.
- (7) describe the steps of writing a research report and the procedure of evaluation of research report.
- (8) the students will have clarity regarding the historical research.

COURSE CONTENTS

UNIT-I

1. Major Approaches to Research
 - (a) Descriptive Research
 - (b) Ex-post facto Research
 - (c) Laboratory Experiments
 - (d) Field studies
 - (e) Historical Research

UNIT-II

2. Research Designs: Concept, Scope, Nature
 - (a) Survey Method
 - (b) Experimental Method
 - (c) Field Studies.

UNIT-III

3. Qualitative Research:
 - (a) Ethnographic, Developmental, Documentary analysis
 - (b) Validity and limitations of findings, factors influencing validity of research, how to increase validity of research findings

UNIT-IV

4. Research Report:
 - (a) Developing a research proposal (synopsis).
 - (b) Writing research report and evaluation of research report.

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, New Delhi
4. Edward, Allen L (1968), *Experimental Designs in Psychological Research*, Holt, Rinehart and Winston, New York
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, New York
7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi
8. McMillan, James H. and Schumacher, S. (1989), *Research on Education: A Conceptual Introduction*, Harper and Collins, New York
9. Mouly, A.J. (1963), *The Science of Educational Research*, Eurasia, New Delhi
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, New Delhi
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 entire syllabus.
- 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 marks each.

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:
 - (a) Product moment correlation
 - (b) Rank difference correlation
 - (c) Partial and Multiple Correlations: Meaning, assumptions, computation and uses.

UNIT-II

2. Null hypothesis
3. Standard error, confidence limits
4. Type I and type II errors
5. One tail and two tail tests
7. Tests of significance:
 - (a) Difference between means

- (b) Difference between percentage and proportions
- (c) Difference between correlations

UNIT-III

8. Regression and Prediction: Concept, assumptions and computation of linear regression equations, standard error of measurement.

UNIT-IV

- 9 The F-test
- 10. One way ANOVA:
 - (a) Meaning
 - (b) Assumptions
 - (c) Computation and uses

SELECTED READINGS

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

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 (semester system).

The students will be asked to select topic of their dissertation during IIIrd Semester and will submit their dissertation along with field work report during IVth semester. Therefore, course XV- Dissertation of IIIrd Semester be shifted to IVth semester. The said change may be approved.

Overview/Background of courses (Pre-revised and proposed revision) of IIIrd & IVth Semester is as under:-

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).
- B. Educational Measurement AndEvaluation(Part-One)
- C. TeacherEducation(Part-One)
- D. Computer Education(Part-One)
- E. 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)

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 be comprised of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

- After undergoing and understanding the course content of this paper, the students will be able to
 1. clarify of Concept Meaning, Aims, Need Comparative Education.
 2. define the Importance and Scope of Comparative Education.
 3. describe the factors that influence the Education System.
 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 comparative Education
2. Need and scope of Comparative Education
3. Factors influencing Education System

UNIT-II

4. Concept of Curriculum and syllabus
5. Principles of curriculum Development
6. Factors affecting Curriculum Development: Philosophical, Physiological, Sociological & Discipline oriented consideration.

UNIT-III

7. Pre-Primary Education in U.S.A., U.K & India
8. 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) and RTE-2009

UNIT-IV

9. Secondary Education in U.K., U.S.A. & India
10. 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 and Unwin.
- (2) Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH Publishing Co.
- (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 Unwin.
- (5) Denis, L. (1986). School curriculum planning. London: Hodder and Stoughton.
- (6) Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.
- (7) Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul.
- (8) Harold A. & Elsie, J.A. (1957). The curriculum. New York: The MacMillan Company.
- (9) International encyclopedia of curriculum. (1991) London: Pergamon Oxford.
- (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 .

M.A. (EDUCATION)
SEMESTER III
MAEd-302 : CONTEMPORARY ISSUES IN INDIAN 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 entire syllabus.
- 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 mark each.

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, its influence on educational development
8. various recommendation of different Commission on the subsequent development of education.

COURSE CONTENTS

UNIT-I

1. Education in India during:
 - Vedic
 - Buddhist, and
 - Medieval period

UNIT-II

2. Maculay's minutes and Bentick resolution of 1835
 - Admam's report and its recommendations
 - Wood's Despatch of 1854
 - National Education movement
 -
 - Lord Curzen's educational Policy, Growth of national consciousness

UNIT-III

3. Recommendations of Indian Education Commission 1882, its influence on the subsequent development of Education
 - Essential features of Sadler commission report –1917
 - Terms of reference & recommendations of Hartog Committee 1928-1917

UNIT-IV

- Wardha Scheme of education 1937
- Sargent Report 1944
- University Education Commission 1948-1949
- Secondary Education commission 1952-53
- **Indian education commission 1964-66.**

SELECTED READINGS

- (1) Govt. of India, report of the University Education Commission, (1949) Vol-I, Simla.
- (2) Niaz J.P. (1963) The role of govt. of India, Ministry of Education.
- (3) Nurullah S., Naik J.P. and Oad L.K. (1970). A student history of education in India, Mumbai: McMillan and Co.
- (4) M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. of India.
- (5) M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. of India.
- (6) M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. of India.
- (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)

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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES :

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

1. understand nature of Special Education 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 Handicapped children
7. recognize Mentally Retarded children 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 Special Education
 - Types of Exceptionality
 - Positive, Negative and Multiple deviations
 - Needs of Exceptional Children
 - Problems of Exceptional Children
2. Nature of Special Education
 - Objectives of Special Education
 - Historical perspective
 - Continuum of special education alternative programmes.
 - Scope of Special Education
 - Integrated / Inclusive Education

UNIT-II

1. Education of orthopaedically Handicapped children
 - Concept
 - Etiology
 - Characteristics
 - Educational Programmes

UNIT-III

1. Education of Mentally Retarded Children
 - Concept
 - Classification
 - Etiology
 - Educational Programmes for educable mentally retarded
 - Educational Programmes for trainable mentally retarded

UNIT-IV

2. Education of visually Impaired Children
 - Concept and Characteristics
 - Degree of Impairment
 - Etiology and Intervention
 - Educational Programmes

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 Collins publishers
3. Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Ppublisher and distributors (PLtd.)
4. Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Shcools, New York: Holt, Rinehart Winston.
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 Mifflin Co.
9. Magnifico, L.X.) (1998). Education of the Exceptional Child, New York: Longmen.

10. Shanker, U. (1978). *Exceptional Children*, Jalandhar: Sterling Publications.
11. Strang, Ruth. (2004). *Exceptional Children & Youth*, N.J.: Prentice Hall.
12. Singh, N.N. & Beale. I. L. (1992). *Learning Disabilities – Nature, Theory and Treatment*, New York: Springer Verlag
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)

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 be comprised of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- 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 mark each.

COURSE OUTCOMES:

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 constructing and standardizing a test.
7. the students will be able to understand how the various requirements of education are measured, evaluated and interpreted.
8. the students will be able to understand the use of appropriate statistical techniques.

COURSE CONTENTS

UNIT-I

1. Educational measurement and Evaluation
 - Concept, Scope and Need
 - Levels of measurement
 - Evaluation: functions and basic principles of evaluation
 - Inter-relationship between measurement and evaluation : use of taxonomic categories of educational objectives

UNIT-II

2. Concept and Measurement of the following
 - Achievement tests
 - Aptitude tests
 - Intelligence tests
 - Attitude and Value scales
 - Interest inventories

UNIT-III

3. Tools of measurement & Evaluation
 - Essay type tests, objective type tests
 - Questionnaire and schedule
 - Use of Computer in evaluation
 - Performance tests

UNIT-IV

4. Analysis of Variance
 - Analysis of variance (up to two ways): Concept, assumptions, computation and uses

SELECTED READINGS

1. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal, Y.P. (1998), Statistical Methods: Concepts, Applications and Computation, Sterling, New Delhi
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
4. Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston
5. Anastasi, A (1982), Psychological Testing, Mac Millan, New York
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, New Delhi
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)**

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 entire syllabus.
- 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 mark each.

COURSE OUTCOMES:

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 different level.
4. explain Recommendation of various commissions on Teacher Education.
5. define various Aims and objectives of Teacher Organizations
6. know Teaching profession and faculty Improvement programmes.
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 teacher Education
2. Historical Development of teacher Education
3. Recommendation of various commissions on Teacher Education with special emphasis on-
 - Kothari Commission
 - NPE 1986
 - Programme of Action 1992

UNIT-II

4. Aims and Objectives of Teacher Education at
 - Elementary Level

- SecondaryLevel
- CollegeLevel

UNIT-III

5. Teaching as a profession
6. Aims and objectives of Teacher Organizations
7. Need of Professional Organizations
8. Faculty Improvement Programmes

UNIT-IV

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

SELECTED READINGS

1. C.A.B.E., (1992). Report of the C.A.B.E Committee on Policy Perspective Govt. of India, MHRD, New Delhi
2. Dunkin, J. Michal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
3. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education, New York, Vol. 1-12, Pergamon Press
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. of India
6. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi
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 4th Edition, 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 entire syllabus.
- 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 mark each.

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 of computer.
3. know the importance of computer system in education.
4. explain the operating system and its types.
5. understand the origin, meaning and application of artificial intelligence
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. Computer Basics
 - History of Computers
 - Types of Computer
 - Flow Diagram of Computer
 - Number system: Binary, Decimal, Octal and Hexadecimal

UNIT-II

2. Operating System
 - Meaning of Operating System
 - Need of Operating System
 - Types of Operating System-Single User and Multi-User

UNIT-III

3. Artificial Intelligence
 - Origin of Artificial Intelligence
 - Meaning of Artificial Intelligence
 - Applications of Artificial Intelligence
 - Artificial Intelligence and Education

UNIT-IV

4. Application Oriented Information
 - 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, BPB Publications.
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, BPB Publications
6. Tanenbaun, A.S., (1998) Computer Networks. New Delhi, Prentice Hall of India.

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 entire syllabus.

• 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 marks each.

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 Adult Education.
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 in India.
6. concept of National policy on Education in the context of Adult Education, national literacy mission Jan Shikshan Nilayams and adult learning.
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 Education Functionaries.

COURSE CONTENTS

UNIT-I

1. Concept, need, importance, objectives and scope of adult education, Distinction between:

- Formal, informal and non-formal Education
- Traditional Literacy and functional literacy

UNIT-II

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

UNIT-III

3. National Policy on Education and Adult Education, National Literacy Mission, Jan Shikshan Nilayams.
4. Adult Learning – Characteristics of Adult Learners, Motivating Adults for Learning

UNIT-IV

5. Methods of Teaching Literacy- Traditional Method, Zero Method, Alphabetic, Integrated Literacy Method, Naya Seva Method and Ansari Method.
6. Methods of Adult Education – Lecture, Discussion and Demonstration
7. Training of Adult Education Functionaries

SELECTED READINGS

1. Bordia, Anil, J.R. Kidd & J.A. Draper (eds.) (1973). Adult Education in India – A Book of Readings, Bombay: Nachiketa Publications Ltd.
2. Bhatia, S.C. & Srivansava (1978). Literacy, Literacy Materials and their preparation: A General perspective, New Delhi: Directorate of 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 Developing countries, New York, Pergamon Press.
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 Deficiency, 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. Styer, 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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

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

1. the concept meaning and nature of Educational Administration.
2. the modern concept of educational administration from 19th to present day.
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 educational finance.
6. clarity with regard to meaning, need and importance of leadership.
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 Educational Administration.
2. Relationship among management, administration, supervision and planning.

UNIT-II

3. Developments of modern concepts of educational administration from 1900 to present day
 - Taylorism
 - Administration as a process
 - Human relations approach to Administration
4. Meeting the psychological needs of employees.

UNIT-III

5. Specific Trends in Educational Administration
 - Decision making
 - Organizational compliance
 - Organizational Development
 - PERT
 - Management by objectives (MBO)

UNIT-IV

6. Meaning, need & Importance of Leadership
 - Theories of Leadership
 - Styles of Leadership
 - Measurement of Leadership

SELECTED READINGS:-

1. Unruh, A. & Turner, E. (1970). Supervision for change and innovation. New York.
2. Bahtanagar, R.P. & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut: R.Lall. Book Depot.
3. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
4. Ravishankar, S., Mishra, R.k., & Sharms, M.L. (1988). Human Resource Development. Bombay: Dhruv & 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.: Prentice Hall.
8. Wiles, K. (1955). Supervision for Better Schools. N.Y.: Prentice Hall.

**M. A. (EDUCATION) SEMESTER III
MAEd304 (Opt. B) EDUCATIONAL TECHNOLOGY
(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 entire syllabus.
- 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 mark each.

COURSE OUTCOMES:

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

1. understand the meaning, concept and scope of educational technology.
2. define the components of educational technology.
3. explain the modalities of teaching.
4. use multimedia approach in educational technology.
5. learn about pre-active, interactive and post active stages of teaching.
6. understand the difference among teaching, training, instruction and indoctrination.
7. understand the nature of different types of programmed instructions
8. develop a Programmed Instruction programme to educate.

COURSE CONTENTS

UNIT-I

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

UNIT-II

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

UNIT-III

4. Modalities of teaching – Teaching as different from indoctrination instructions, conditioning and training
5. Stages of teaching – Pre-active, Interactive and Postactive
6. Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning

UNIT-IV

7. Programmed Instruction: origin, principles and characteristics
8. Types : Linear, Branching and Mathematics
9. 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 Publishing Company.
- (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. publishing Co.
- (6) Mavi, N.S. (1984). Programmed Learning-An Empirical Approach”, Kurukshetra , Vishal Publishers,
- (7) Joyce, B. & Weil, M. (1992). Models of teaching. New Delhi: Prentice Hall.
- (8) Merrit, M.D. (1971). Instructional design. New York:
- (9) Mukhopadhyay, M. (1990). Educational technology. New Delhi: Sterling.
- (10) Pandey, K.P. (1980). A first course in instructional technology. Delhi: Amitash Parkashan,
- (11) Pandey, S.K. (1997). Teaching communication. New Delhi: Commonwealth Publishers.
- (12) Pandey, K.P. (1997). Dynamics of teaching behavior. Gaziabad, Amitash Parkashan.
- (13) Prival, F. and Ellington, H. (1998). A handbook of educational technology. New York, Kogan Page.
- (14) Skinner, B.F. (1968). The technology of teaching. New York: Appleton Century Crofts.

M.A. (EDUCATION) SEMESTER III
MAEd - 304 (Opt. C) EDUCATIONAL AND VOCATIONAL GUIDANCE
(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 entire syllabus.
- 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 mark each.

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 its different types.
3. effectively Organization of Guidance Services at School Level.
4. concept of Group Guidance - its Meaning, Advantages, Principles and kinds.
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 School Level.
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

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

UNIT-II

4. Organization of guidance services in schools – need, principles, steps & strategies for effective organization of Guidance services at school level.

UNIT-III

5. Group Guidance – Meaning, advantages, principles and kinds of group guidance.
6. Guidance of exceptional children – Physically Handicapped, Gifted and children with Behavioral Problems

UNIT-IV

7. Counseling – Meaning, Need, Procedure and Types
 - Directive counseling – concept, advantages and limitations
 - Non-Directive Counseling-concept, advantages and limitations
 - Elective counseling – concept, advantages and limitations

SELECTED READINGS:

1. Bernard, H. W & Daniel F.W. (1977). Principles of Guidance, Second Edition, New York – Thomas Y. Crowell Company.
2. Jones, J.A.: (1970). Principles of Guidance, Bombay: Tata McGraw Hill.
3. Miller, F.W. (1961). Guidance Principles and Services, Columbia : Ohio Merrill
4. Pandey, K.P. (2000). Educational and Vocational Guidance in India, Varanasi: Vishwa Vidyalaya Prakashan Chowk
5. Tolbert, E.L. (1967) Introduction of Counseling, New York: McGraw Hill.
6. Strang, Ruth. (1949). Counseling Technics in colleges and Secondary Schools, New York: Harpar
7. Taxler, A.E.(1964): Techniques of Guidance, New York: McGraw Hill

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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

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

1. define concept of mental health and mental hygiene,
2. differentiate wholesome and abnormal personality,
3. explain the conceptual meaning of adjustment and conflicts,
4. relationships of School and Mental health 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 mental health,
7. define Mental Health from Ancient Indian Point of View.
8. the role of religion and mental health.

COURSE
CONTENTS:UNIT-I

1. Mental Health and Mental Hygiene:-
 - Concepts of Mental Health
 - Criteria of Mental Health
 - Concept of Wholesome and Abnormal Personality
 - Aspects, Goals and Principles of Mental Hygiene

UNIT-II

2. Adjustment:-
 - Concept and Process of Adjustment
 - Concept and Causes of Maladjustment
 - Adjustment Mechanism – Subtraction, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, regression, Fixation
 - Conflict: Concept and Types of Conflicts

UNIT-III

3. 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 Douglas,G.R: Introduction to Counselling. London: Allyn andBacon
9. Carroll, H, A(1956).Mental Hygiene: The Dynamics of Adjustment (3rd ed.), Englewood Cliffs, New Jercey: PrenticeHall
10. Coleman, J.C. (1976).Abnormal Psychology and Modern Life, Bombay: D.B. Tara Porewala Sons &Co.
11. Crow, Lester D. & Crow, Aline(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 selected from the entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

The students will be able to:

1. understand the basic concept with aims and scope of economics of education.
2. explain education as investment,
3. know the concept of education as major determinants of economic development.
4. define cost analysis and Problems arising in its application,
5. realize the productivity of education in economic development.
6. understand the concepts, nature, principles and procedures of educational planning.
7. know about different Approaches to Educational Planning 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 and Significance
2. Education as consumption or Investment:-
 - Education as Consumption
 - Education as Investment
 - Difficulties in treating Education as consumption / investment

UNIT-II

3. Cost Analysis:-
 - Cost of Education
 - Components of Educational costs
 - Methods of determining costs
 - Problems arising in the application of the concept of cost in education

UNIT-III

4. Educational Planning:-
- Concept, Needs and Goals of Educational Planning
 - Principles of Educational Planning
 - Approaches to Educational Planning
 - Educational Planning in India since Independence

UNIT-IV

5. Education and Manpower Planning:-
- Concept of Manpower Planning
 - Forecasting Manpower needs
 - Techniques of Manpower Forecasting
 - Limitation of Manpower Forecasting

SELECTED READINGS

1. Alex, V. Alexander (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, New Delhi
4. Coombs, Philip H. An Hallack J, (1972) Managing Educational Costs UNESCO International Institute of Educational Planning
5. Hallack, J. (1969) The Analysis of Educational Costs & Expenditure, UNESCO, Paris
6. Harbison, F and Myers Charles, A: Education, manpower and economic growth: Strategies of Human resource Development, Oxford & IBM Publishing Co.
7. Kneller, G.F. (1968) Education and Economics Thought, New York, John Wiley and Sons INC
8. Nagpal, S.C. and Mital A.C. (1993) Economics of Education, Sterling Publishers Pvt. Ltd., New Delhi
9. Natrajan, S. (1990) Introduction to Economics of Education, Sterling Publishers, Pvt. Ltd., New Delhi
10. Pandit, H.N. (1969) Measurement of Cost Productivity and Efficiency of Education, NCERT
11. Rao, VKRV (1965) Education and Human resource Development, Allied Publishers, New Delhi
12. Raza, Moonis (1986), Educational planning, A long Term Perspective, Concept Publishing Company, New Delhi
13. Singh, Baljit (1983) Economics of Indian Education, Meenakshi Prakashan, 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 IVth Semester

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)
- C. Educational And Vocational Guidance (PartTwo)
- D. Mental Hygiene And Education(Part-Two)
- E. 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 of the 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 by external and internal examiners.

M. A. (EDUCATION)
SEMESTER IV
MAEd-402: COMPARATIVE EDUCATION AND CURRICULUM
DEVELOPMENT
(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 be comprised of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

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

1. understanding of Higher Education System of U.K., U.S.A. and India.
2. clarity regarding Distance Education System of U.K., Australia and India.
3. understanding of Educational Administration in U.K., U.S.A. and India,
4. explain Historical Development of Comparative Education 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. and India.
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
- Distance Education – Its concept, needs and various concepts with reference to 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 Comparative Education
- Approaches of Comparative Education – Historical, Philosophical, Sociological and problem approach
- Salient features of Education system of U.S.A., U.K. & India

UNIT-IV

- Different Models of Curriculum Development: Administrative, Grass Root, Demonstration & System Analysis
- Curriculum evaluation in terms of learning outcome – concept formative and summative evaluation. System of according marks, ratings and grades; Interpretation of Evaluation Results.

SELECTED READINGS

1. Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen and Unwin.
2. Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH Publishing Co.
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 ad Stoughton.
6. Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.
7. Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul.

8. Harold A. & Elsie, J. A. (1957). The curriculum. New York: The MacMillan Company.
9. International encyclopedia of curriculum. (1991) London: Pergamon Oxford.
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 and Winston.

**M.A. (FINAL) EDUCATION
SEMESTER IV
MAEd- 403: CONTEMPORARY ISSUES IN INDIAN 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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

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

1. the challenges faced by Indian education in the present scenario,
2. know about different commissions and policies in education system,
3. contemporary issues such as universalization of education.
4. vocationalization of education and education for girls.
5. issues relating to quality and excellence in Indian education system,
6. different concepts in education related to social equity and equality of educational opportunities.
7. issues pertaining to open learning and distance education system,
8. explains issues regarding emotional integration and international understanding in the context of globalization.

COURSE CONTENTS

UNIT-I

1. Indian Education Commission 1964-66
2. National Policy of Education 1986
3. Revised National policy 1992
4. RTE act 2010
5. SSA, RAMSA and RUSA

UNIT-II

6. Universalization of Education and related issues such as retention / completion rates in elementary schools.
7. Vocationalization of Education

8. Education for girls

UNIT-III

- 7 Education of socially disadvantaged segments such as SC/ST/OBC
8 Issues relating to quality in Education and excellence
9 Issues relating to social equity providing equality of Educational opportunities

UNIT-IV

- 10 Issues pertaining to open learning and Distance Education system
11 Education for Human values and life skills
12 Issues relating to medium of instruction – Three language formula
13 Issues in respect of emotional integration and international understanding in the context of globalization

SELECTED READINGS

- (1) Govt. of India Ministry of Education. (1959). Report of the National Committee on Women's Education.
- (2) M.H.R.D. (1966). Report of the Education Commission – Education and National Development (1964-1966), Ministry of Education, Govt. of India, New Delhi.
- (3) M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. of India, New Delhi.
- (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, New Delhi.
- (6) M.H.R.D. (1993). Education for all: The Indian Science, Ministry of Education, Govt. of India, New Delhi.
- (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 Publishing House.
- (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)**

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 entire syllabus.
- 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 marks each.

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, problems and identifications of Hearing-Impaired children.
2. the organizing of different Educational programmes for Hearing Impaired children
3. know the Characteristics and identification of Learning-Disabled children,
4. to organizing of different Educational programmes for Learning-Disabled children
5. to introduce with Gifted and Creative children with their Characteristics, problems.
6. provide different Intervention programmes of Gifted and Creative children
7. identify the Characteristics, problems of Juvenile Delinquents and Organize different Educational programmes for Juvenile Delinquents
8. concept and need of Guidance and counseling of Exceptional children

COURSE CONTENTS

UNIT-1

1. Education of Hearing Impaired
 - Characteristic
 - Types
 - Identification
 - Etiology
 - Education and Intervention Programmes

UNIT-II

2. Education of Learning Disabled
 - Characteristic
 - Types
 - Identification

- Education and Intervention Programmes

UNIT-III

3. Education of Gifted & Creative
 - Characteristic
 - Identification
 - Problems
 - Education Programmes
4. Education of Juvenile Delinquents
 - Characteristic
 - Identification
 - Problems
 - Etiology
 - Education and Intervention Programmes

UNIT-IV

5. Guidance and Counseling for Exceptional Children
 - Meaning and Need

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 Collins publishers
- (3) Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Ppblsher and distributors (PLtd.)
- (4) Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Shcools, New York: Holt, Rinehart Winston.
- (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 Mifflin Co.
- (9) Magnifico, L.X. (1998). Education of the Exceptional Child, New York: Longmen.
- (10) Shanker, U. (1978). Exceptional Children, Jalandhar: Steering Publications.
- (11) Singh, N.N. & Beale. I.L. (1992). Learning Disabilities – Nature, Theory

and Treatment, New York: SpringerVerlag

- (12) Smith, C.R. (1991). Learning Disabilities- The interaction of learner, Task and Setting, Massachusetts, London: Allyn&Bacon
- (13) Strange, Ruth. (2004). Exceptional Children & Youth, N.J.: PrenticeHall
- (14) Role of Teachers and other Specialities

M. A. (EDUCATION)
SEMESTER IV
MAEd404 (Opt. B): EDUCATIONAL MEASUREMENT AND EVALUATION
(PART-TWO)

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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

The students will be able to:

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

COURSE CONTENTS

UNIT-I

1. Characteristics of good measuring instruments
 - Concepts of True and Error scores
 - Reliability
 - Validity
 - Norms
 - Usability

UNIT-II

2. New trends in Measurement and Evaluation
 - Grading system: relative merits and demerits of marking and grading
 - Semester system
 - Continuous and comprehensive evaluation

- Question banks
- Use of computer in evaluation

UNIT-III

3. Test Standardization

- Norm referenced and criterion referenced tests
- Standard scores: T-score and C-score
- Construction and Standardization of an achievement test
- Interpretation of test scores and methods of feedback to students

UNIT-IV

4. Correlation : concept, computation and significance of the following:

- Biserial correlation
- Point-biserial correlation
- Tetrachoric correlation
- Phi-correlation
- Partial Correlation
- Multiple correlation

SELECTED READINGS

1. Adams, G.K. (1965). Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal, Y.P. (1998). Statistical Methods: Concepts, Applications and Computation, Sterling, New Delhi
3. Aggarwal, R.N. and Asthana, Vipin (1983). Educational Measurement and Evaluation, Vinod, Agra.
4. Aiken, L.R. (1985). Psychological Testing and Assessment, Allyn and Bacon, Boston
5. Anastasi, A. (1982). Psychological Testing, Mac Millan, New York
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, New Delhi
8. Freeman, F.S. (1965). Theory and Practice of Psychology Testing, Holt Rinehart & Winston, 1965

M.A. (EDUCATION) SEMESTER IV
MAEd – 404 (Opt. C) TEACHER 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 entire syllabus.
- 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 marks each.

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 teacher education programmes and profession.
2. to train 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 practicing school.
6. different competencies essential for a teacher for effective transaction.
7. various issues regard to teacher education, teacher effectiveness and problems.
8. use of Various Instruction strategies in Teacher Education

COURSE CONTENTS

UNIT-I

1. Distance Education and Teacher Education
2. Orientation and refresher courses
3. Preparing teachers for special schools
4. Implementation of curricula of teacher Education at various levels

UNIT-II

5. Various agencies for in-service teacher Education
6. Objectives and organization of practice teaching
7. Current problems of teacher Education and practicing schools

UNIT-III

8. Instruction strategies in Teacher Education
9. Lecture strategy
10. Discussion
11. Brain Storming

12. Simulation
13. Actionresearch
14. Supervisedstudy

UNIT-IV

15. 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 entire syllabus.
- 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 marks each.

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 networking in computer
3. the students will be able to understand how to use the internet in education,
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 PowerPoint presentation.
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 in education.

COURSE CONTENTS

UNIT-I

1. Networking on Computers
 - Meaning of Networking
 - Need of Networking
 - Types of Networking
 - Use of Networking in Education

UNIT-II

2. Internet
 - Meaning of Internet
 - Internet Tools
 - E-Mail

- Browsers
- Visiting WebSites

UNIT-III

3. Application Oriented Information
 - Data Bases and its uses-M S Access
 - Using power point for creating and manipulating of presentations in class-room

UNIT-IV

4. Multi-Media & its usage
 - Meaning of multi-media
 - Importance of Multi-Media
 - Scope of Multimedia
 - Use of Multi-Media in Education

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, BPB Publications.
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, BPB Publications.
6. Tanenbaun, A.S., (1998) Computer Networks”, New Delhi, Prentice Hall of India.

M.A. (EDUCATION)
SEMESTER IV
MAEd-404 (Opt. E): ADULT AND CONTINUING EDUCATION (PART-TWO)

Time:3hours

Max. Marks: 100

Credit:04

(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 entire syllabus.
- 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 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 Adult Education.
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 Adult Education.

COURSE CONTENTS

UNIT-I

1. The role of Mass Media (Radio, T.V., Films and Newspapers) in Adult Education and problems with regard to converge.

UNIT-II

2. Agencies of Adult Education – Central Govt., State Govt., Sharmik Vidyapeeths, State Resource Centre, Universities, Voluntary Organizations.

UNIT-III

3. Success Stories of Literacy Campaigns of following countries:-
 - Cuba (Cuban Mass Literacy Campaign)
 - Brazil (Brazilian Literacy Movement)
 - Tanzania (Tanzania Mass Literacy Campaign), and
 - Vietnam (Mass Literacy Campaign in Socialist Republic of Vietnam)

UNIT-IV

4. Problems of Adult Education
5. Research Priorities in Adult Education
6. Evaluation Procedure in Adult Education, Types of Evaluation, Formative and Summative Evaluation

SELECTED READINGS

1. Bordia, Anil, J.R. Kidd & J.A. Draper (eds.) (1973). Adult Education in India – A Book of Readings, Bombay: Nachiketa Publications Ltd.
2. Bhatia, S.C. & Srivansava (1978). Literacy, Literacy Materials and their preparation: A General perspective, New Delhi: Directorate of Adult Education
3. Bholia, 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, Pergamon Press.
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: Nachoketa Publications
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 Education Association
10. Houle, Cyril, O (1964). Counting Your Education New York, McGraw Hill Co.
11. Indian Adult Education Association (1980). Handbook for Adult Education Instructors, New Delhi
12. Husan, T: International Encyclopedia of Education, New York, pergamon Press
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. & Prem Chand(1981). Adult Education Programme: Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association
17. Ministry of Human Resource Development: National Literacy Policy of Education, Govt. of India , New Delhi
18. Ministry of Human Resource Development,(1986) National Policy of Education, Govt. of India, New Delhi
19. Mohsin, S.R. , J.L. Sachdeva & Asha Sehgal (1983) Adult Education Programme, New Delhi: Indian – Adult Education Association
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 Adult 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, Ambala Cantt.

**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 entire syllabus.
- 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 mark each.

COURSE OUTCOMES:

The students will be able to understand-

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

COURSE CONTENTS

UNIT-I

1 Educational planning

- Meaning and Nature, need & Importance of Educational Planning
- Problems of Educational Planning
- Approaches of Educational Planning

UNIT-II

2. Kinds of Educational Planning.

- Institutional Planning
- Perspective Planning

UNIT-III

3. Educational supervision:

- Meaning and Nature of Educational supervision

- Traditional and Modern supervision
 - Need and function of educational supervision
4. Supervision as a:
- Service Activity
 - Process
 - function

UNIT-IV

5. Planning organizing and Implementing Supervisory Programmers.
6. Principles of educational supervision

SELECTED READINGS:

- a. Bahtanagar, R.P. & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut: R.Lall. Book Depot
- b. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
- c. Ravishankar, S., Mishra, R.k., & Sharms, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.
- d. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publication.
- e. Sinha, P.S.N. (Ed) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.
- f. Spears, H. (1955). Improving the Supervision of Instruction. N.Y.: Prentice Hall.
- g. Unruh, A. & Turner, E. (1970). Supervision for change and invocation. New York.
- h. Wiles, K. (1955) .supervision for Better Schools. N.Y.: Prentice Hall.

M. A. (EDUCATION)
SEMESTER IV
MAEd405 (Opt. B) EDUCATIONAL TECHNOLOGY
(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 entire syllabus.
- 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 mark each.

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 teaching models.
4. students will have understanding of Flanders' interaction analysis and about how to use it in analysis of classroom interaction.
5. designing Instructional System for education
6. clarify regarding different types of evaluation tools.
7. define educational technology and its importance,
8. application of educational technology in the field of distance education.

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 and Non-Verbal).

UNIT-II

3. Models of Teaching: Concept , Different families of Teaching Models

4. Designing Instructional System: Formulation of instructional objectives & task Analysis.

UNIT-III

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

UNIT-IV

7. 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
- (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, prentice Hall.
- (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) Prival, 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 Century Crofts.

(15) Vedanayagam, E.G. (1988). Teaching technology for college teachers. New Delhi: SterlingPublishers.

EDUCATION IV SEMESTER
MAEd – 405 (Opt. C) EDUCATIONAL AND VOCATIONAL GUIDANCE

(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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

After undergoing/understanding the course content of the paper, the students will be able to understand-

1. concept of Occupational Importation- need and importance.
2. different Sources of occupational information in India
3. the term Job Analyses and its procedure,
4. define the term Job Satisfaction and factors affecting Job Satisfaction
5. know about placement- Meaning, Functions and Principles,
6. gain awareness of Follow-up service with Meaning, purposes and characteristics,
7. concept of data collection and its uses in education
8. acquaintance knowledge of different data collection tools and Techniques.

UNIT-I

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

UNIT-II

2. Job Analysis-Meaning, Types and Purposes of Job Analysis
3. Job Satisfaction- Meaning & Factors affecting Job Satisfaction

UNIT-III

4. Placement Service –Meaning, Functions and Principles
5. Follow-up Service – Meaning, purposes and characteristics

UNIT-IV

6. Study of the individual, data collection techniques of Information – Standardized and Non-Standardized techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Commutative Record Card.

SELECTED READINGS

1. Bernard, H. W & Daniel F.W. (1977). Principles of Guidance, Second Edition, New York – Thomas Y. Crowell Company.
2. Jones, J.A.: (1970). Principles of Guidance, Bombay: Tata McGraw Hill.
3. Miller, F.W. (1961). Guidance Principles and Services, Columbia : Ohio Merrill
4. Pandey, K.P.(2000). Educational and Vocational Guidance in India, Varanasi: Vishwa Vidyalaya Prakashan Chowk
5. Tolbert, E.L. (1967) Introduction of Counseling, New York: McGraw Hill.
6. Strang, Ruth. (1949). Counseling Technics in colleges and Secondary Schools, New York: Harpar
7. Taxler, A.E.(1964): Techniques of Guidance, New York: McGrwa Hill
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 and Brother

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 entire syllabus.
- 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 marks each.

COURSE OUTCOMES:

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

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

COURSE CONTENTS:

UNIT-I

1. Relationship between Human Needs and Mental Health:-

- Nature of Needs
- Organic Socio-Psychological and Educational Needs
- Meeting the needs of Children
- Special Needs of Indian Adolescents

UNIT-II

2. Diagnostic and Remedial Techniques:-

- Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their usefulness
- Psychotherapies: Counseling Therapy and its types
- Play Therapy, rational Emotive Psychotherapy, Behaviour Therapy

UNIT-III

3. Home, Community and Mental Health:-
 - Home and Mental Health
 - Qualities of Healthy home environment
 - Child rearing practices and personality development
 - Community and mental health

UNIT-IV

4. Yoga for mental Health:-
 - Concept of Yoga in Ancient India
 - Yoga as the Scientific method for the development of personality
 - Yoga as the system for Preserving the Mental Health
 - Accepting Yoga in the Modern life

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: Allen 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 Book Co.
6. Bonny, M. E.(1960) Mental Health in Education , Boston: Allyn and Bacon
7. Burbury, W.M. (Balient) et.al: An introduction to Child Guidance London: Mac Millan & Co.
8. Capuzzi D and Douglas, G.R: Introduction to Counselling. London: Allyn and Bacon
9. Carroll, H, A(1956). Mental Hygiene: The Dynamics of Adjustment (3rd ed.), Englewood Cliffs, New Jersey: Prentice Hall
10. Coleman, J.C. (1976). Abnormal Psychology and Modern Life, Bombay: D.B. Tara Porewala Sons & Co.
11. Crow, Lester D. & Crow, Aline (1952) Mental Hygiene, New York: McGraw Hill Book Company
12. Garg, B.R. (2002). An Introduction to Mental Health, Ambala: Associated Publications
13. Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.

14. Kallam, S.G. et al (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: Vishal Publications
16. Suraj B & Dutt N.K. (1978). Mental Health through Education, New Delhi: Vision Books Publications
17. Suraj Bhan, (1952). Towards a Happier Education, Jalandhar City: University Publications
18. Thork, G.L. & Olson, S.L. (1999). Behavior Therapy: Concepts, Procedures and Application, London: Allyn Bacon
19. Thorpe, L.P. (1950). The Psychological of Mental Health, New York: The Ronald Press Co.
20. Watkins Ted. R. & Callicut, J. W (1990). Mental Health: Policy & Practice Today, New Delhi: Saga Publications
21. Wolberg, L.R (1995) The Techniques of Psychotherapy, London: Jason Aronson Inc

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 selected from the entire syllabus.
- 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 marks each.

COURSE OUTCOMES:-

The students will be able to:

1. understand the basic concepts of economics of education
2. describe the importance of education in Human Resource Development
3. know the concept of education as a major determinant of economic development,
4. the concept of cost analysis and its importance,
5. realize the productivity of education in economic development
6. understand the concepts, nature, principles of educational planning,
7. explain the procedures of educational planning,
8. understand the concept of educational planning of educational financing in India.

COURSE CONTENTS

UNIT-I

1. Human Resource Development:-

- Education and Economic Development
- Indicators of Human Resource Development
- Process of Human resource Development
- Education and Economic Development

UNIT-II

2. Benefit Analysis:-

- Concept of Cost Benefit Analysis
- Private Returns and Social Returns
- Measurement of benefits in Education

UNIT-III

3. Educational Finance
 - Principles of Financing Education
 - Methods
 - Resources
 - Grant-in aid scheme
 - Privatization of Education

UNIT-IV

4. Education and Unemployment
 - Causes of educated unemployment
 - Estimating unemployment
 - Problems of unemployment and education
 - Effects of educated unemployment on economy
 - Various remedies and schemes for employment

SELECTED READINGS

1. Alex, V. Alexander (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, New Delhi
4. Coombs, Philip H. and Hallack J, (1972) Managing Educational Costs UNESCO International Institute of Educational Planning
5. Hallack, J. (1969) The Analysis of Educational Costs & Expenditure, UNESCO, Paris
6. Harison, F and Myersm Charles, A: Education, manpower and Economics Growth: Strategies of Human resource Development, Oxford & IBM Publishing Co.
7. Kneller, G.F. (1968) Education and Economics Thought, New York, John Wiley and Sons INC
8. Nagpal, S.C. and Miyal A.C. (1993) Economics of Education, Sterling Publishers Pvt. Ltd., New Delhi
9. Natrajan, S. (1990) Introduction to Economics of Education, Sterling Publishers, Pvt. Ltd., New Delhi

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:-

5. Detailed case study of an Institution i.e. School or SpecialSchool.
6. Two Observation lessons of each of two teachers of the institution of casestudy
7. Media andEducation.