



GURU JAMBHESHWAR UNIVERSITY OF SCIENCE & TECHNOLOGY, HISAR
(Established by State Legislature Act 17 of 1995)
'A' Grade, NAAC Accredited State Govt. University

Acad./AC-III/Fac.-8/2022/1947

Dated: 07/6/22

To

The Controller of Examinations,
GJUS&T, Hisar.

Sub:

Approval of scheme of examinations and syllabi of M.A. Education (two year) regular course w.e.f. the academic session 2022-23.

Sir,

I am directed to inform you that the Academic Council vide resolution no. 32(1) in its 59th meeting held on 17.03.2022, has approved the scheme of examinations and syllabi of M.A. Education (two year) regular course with the amendment that the same will be applicable w.e.f. the academic session 2022-23. A copy of the scheme of examinations and syllabi is enclosed herewith.

Therefore, you are requested to take further necessary action at your end.

DA: As above

[Signature]
Deputy Registrar (Acad.)
for Registrar

Endst. No.Acad./AC-III/Fac.-8/2022/1948

Dated: 07/6/22

A copy of the above is forwarded for information and further necessary action to the Dean, Faculty of Education, GJUS&T, Hisar alongwith copy of the scheme of examinations and syllabi of M.A. Education (two year) regular course w.e.f. the academic session 2022-23. Further, she is requested to get upload the scheme of examinations and syllabi of M.A. Education (two year) programme w.e.f. academic session 2022-23 on the website of the University.

[Signature]
Deputy Registrar (Acad.)

**GURU JAMBESHWAR UNIVERSITY OF SCIENCE &
TECHNOLOGY, HISAR- HARYANA (INDIA)**

M.A. (EDUCATION)

**M.A Education syllabus of Semester
System**

M.A. (EDUCATION)

M.A Education syllabus of Semester System

2022-23
Session - 2021-22

The duration of the course leading to the Degree of Master of Arts (M. A.) in Education shall be of Four Semesters. In first year, there shall be two semesters consisting of five courses each. In the second and final year there will be two semesters consisting of four theory papers in Semester III and Four Theory papers & one Dissertation/practicum cum Field work for all students in semester IV.

Theory papers will be of 100 marks each 70 marks for external evaluation and 30 marks for internal assessment). Dissertation will be of 100 marks (70 marks for Dissertation and 30 marks for Viva Voce). Field work will be of 50 marks. External and internal examiners will evaluate Dissertation and Field work jointly.

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

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

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

FIRST YEAR

Semester-I

Course I:	Philosophical Foundations of Education	70 (External) +30 (Internal)=100
Course II:	Sociological Foundations of Education	70 (External) +30 (Internal)=100
Course III:	Psychological Foundations of Education	70 (External) +30 (Internal)=100
Course IV:	Research Methods in Education	70 (External) +30 (Internal)=100
Course V:	Methods of Data Analysis in Education	70 (External) +30 (Internal)=100

Semester-II

Course VI	Philosophical Foundations of Education	70 (External) +30 (Internal)=100
Course VII	Sociological Foundations of Education	70 (External) +30 (Internal)=100
Course VIII	Psychological Foundations of Education	70 (External) +30 (Internal)=100
Course IX	Research Methods in Education	70 (External) +30 (Internal)=100
Course X	Methods of Data Analysis in Education	70 (External) +30 (Internal)=100

SECOND YEAR**Semester-III**

Course XI	Curriculum Development and Comparative Education (Part I)	70 (External) +30 (Internal)=100
Course XII	Contemporary Issues in Indian Education (Part I)	70 (External) +30 (Internal)=100
Course XIII	Optional I: Any one of the following: i. Special Education ii. Educational Measurement and Evaluation iii. Teacher Education iv. Computer Education v. Adult and Continuing Education	70 (External) +30 (Internal)=100
Course XIV	Optional II: Any one of the following: i. Management and Administration of Education ii. Educational Technology iii. Educational and Vocational Guidance iv. Mental Hygiene and Education v. Economics of Education	70 (External) +30 (Internal)=100
Course XV	Dissertation:	70 (External) +30 (Internal)=100



Dissertation: Students are required to select topic for their dissertation work and submit their synopsis by the end of semester III (To be submitted at the end of IV semester)

Semester-IV

Course XV: Dissertation (To be submitted at the end of IV semester i.e. April 30 of every year) (70 Dissertations + 30 Viva-Voce)

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

Course XVI	Curriculum Development and Comparative Education (Part 2)	70 (External) +30 (Internal)=100
Course XVII	Contemporary Issues in Indian Education (Part 2)	70 (External) +30 (Internal)=100
Course XVIII	Optional I: Any one of the following: i. Special Education ii. Educational Measurement and Evaluation iii. Teacher Education iv. Computer Education v. Adult and Continuing Education	70 (External) +30 (Internal)=100
Course XIX	Optional II: Any one of the following: i. Management and Administration of Education ii. Educational Technology iii. Educational and Vocational Guidance iv. Mental Hygiene and Education v. Economics of Education	70 (External) +30 (Internal)=100
Course XX	Course XX: Field Work	50 Marks

M.A. (PREVIOUS) EDUCATION (SEMESTER-I)
COURSE I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Credits - 04

Max. Marks: 100

(External: 70, Internal: 30)

Time: 3 hours

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

The students will be able to-

1. Recognize and define the modern and western concept of education and philosophy.
2. Explain the relationship between education and philosophy.
3. Describe the contribution of philosophy to the field of education.
4. Interpret the contribution of various Indian and western schools of philosophy in the field of education.
5. Illustrate and explain the concept of freedom and equality and their relevance in the field of education.

LEARNING 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. Contribution of philosophy and various Indian and western schools of philosophy in the field of education.
4. Concept of freedom and equality and their relevance in the field of education.

COURSE CONTENTS

UNIT-I

1. Education & Philosophy
 - (a) Concept and definition
 - (b) Nature
 - (c) Relationship
2. Indian Schools of Philosophy:
 - (a) Samkhya,
 - (b) Vedanta
 - (c) Nyaya,
 - (d) Buddhism
 - (e) Jainism
 - (f) Islamic Traditions

With special reference to Concept, Reality and Values and their educational implications.

Wk

UNIT-II

3. Modern Concept of Philosophy
 - (a) Analysis- Logical analysis
 - (b) Logical empiricism
 - (c) Positive relativism

UNIT-III

4. 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

5. Social Philosophy of Education
 - (a) Freedom
 - (b) Equality

SELECTED READINGS

1. Broudy, H.S.(1977). *Building a Philosophy of Education*, New York: Krieger.
2. Brubacher, 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, J. (1966). *Democracy and Education*, New York: McMillan.
5. Durpis, A. (1972). *Philosophy of Education in Historical Perspective*, New Delhi: Thomason 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 Willey and Sons.
8. Narvene, V.S. (1978). *Modern Indian Thoughts*, New York, Orient Longmans Ltd.
9. Nigel & et al. (2003). *The Blackwell Guideto the Philosophy of Education*, Blackwell Publishing Ltd.
10. Pandey, R. (1982). *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir.
11. Pandey, K. (1983) *Perspective in Social Foundations of Education*, Ghaziabad: Amitash Prakashan.
12. Pandey, R. (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, R. (1962). *Philosophical Bases of Education*, Warwick Square: University of London.
15. Sodhi, T. & Suri, A. (1998). *Philosophical and Sociological Foundations of Education*, Patiala: Baya Publication.
16. Saxena, S. (2001) *Philosophical and Sociological Foundations of Education*, Meerut: Surya Publication.



M. A. (PREVIOUS) EDUCATION
SEMESTER -I
Course II: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Time: 3 hours

Credits- 04

Max. Marks: 100

(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:-

The students will be able to:-

- Define the meaning and concept of educational sociology.
- Explain the concept of social organization and factors affecting it.
- Explain the important issues of the social interaction and social stratifications also explain their educational implications.
- Critically appropriate the issues related to the process of social system.
- Illustrate the meaning and concept of social change with reference to India.
- Justify social and economic relevance of education.

LEARNING OUTCOMES:-

After understanding the course content of this paper:-

- The students will be able to understand the concept of educational sociology, social system and factors affecting it.
- The students will have clarity with regard to social interaction and social issues.
- The students will have understanding of social system.
- The students will have clarity regarding concept and process of social change and economic relevance of education.

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.

Handwritten signature

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

- Social principles in education-social and economic relevance to education;
- Socio-economic factors and their impact on education.

SELECTED READINGS

1. Gore, M. (1984). *Education and Modernization in India*, Rawat Publishers, Jaipur
2. Hanighurst, & 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. Pandey, K. (1983). *Perspective in Social Foundations of Education*, Amita Prakashan, Gaziabad.
7. Saxena, S. ((2001). *Philosophical and Sociological Foundations of Education*. Meerut: Surya publications.
8. Singh, B. (2005). *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.
9. Sodhi, T. & Suri, A. (1998). *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.

✓

**M. A. (PREVIOUS) EDUCATION
SEMESTER-I
Course III: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

Time: 3 hours

Credits- 04
Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:-

The students will be able to:-

- Explain the concept, scope and methods of educational psychology.
- Describe the process of growth and development.
- Understanding the meaning and concept of individual differences.
- Explain the meaning and characteristics of gifted and mental retarded children.
- Understand the meaning and characteristics of creativity and also its importance in education.

LEARNING OUTCOMES:-

After understanding the course content of this paper:-

- The students will be able to understand the concept, meaning, scope and method of educational psychology.
- The students will have clarity with regard to the process of growth and development.
- The students will understand concept and meaning of individual differences.
- The students will have understanding of meaning and characteristics of gifted and mental retarded children.
- The students will have clarity regarding the concept of creativity and its importance 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

LH

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, P. (1980). *Personality*, new York: Holt Rinehart and Winston.
2. Allport, G. (1954). *Personality*, New York, Holt, 1954.
3. Allport, G. (1961). *Pattern and Growth in Personality*, New York: Rinehart and Winston.
4. Andrews, T. (Ed.). (1961). *Methods in psychology*, New York: John Wiley and Sons, Inc.
5. Baller & et al. (1962). *The Psychology of Human Growth and Development*, new York, Holt, Rinehart and Winston.
6. Baurn, A. & et al. (1997). *Cambridge Handbook of Psychology*, health & Medicine, Cambridge: Cambridge University Press.
7. Coleman, J. (1976). *Abnormal Psychology and Modern Life*, Bombay: D.B. Tarapoewwala Sons & Co.
8. Dicaprio, N. (1974). *Personality Theories*, New York, Harper.
9. Douglass, O. & et al. (1948). *Foundations of Educational Psychology*, New York: The Mac Millan Co.
10. Gagne, R. (1977). *The conductions of Learning*, new York, Chicago, Holt, Rinehart and Winston.
11. Gates, A. & at al. (1963). *Educational Psychology*, New York: MacMillan.
12. Hilgard, E.(n.d.). *Theories of learning*, New York: Appleton Century Crafts
13. Kundu, C. (1984). *Educational Psychology*, Delhi Sterling Publishers.
14. Kundu, C., & Tutoo, D. (n.d.). *Educational Psychology*, New Delhi Sterling publishers Private.

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

**Course IV: RESEARCH METHODS IN
EDUCATION**

Credit- 4

Max. Marks: 100

(External: 70, Internal: 30)

Time: 3 hours

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

- (1) To define meaning, nature, scope and purposes of educational research.
- (2) To describe the emerging trends in educational research.
- (3) To illustrate meaning, criteria and sources for identifying the research problems.
- (4) To describe the importance and various sources of review of related literature and hypothesis.
- (5) To explain the types, tools and techniques of collection of data.
- (6) To define concept of sample and population and steps and types of sampling.
- (7) To state the types of sampling error and how to reduce them.

LEARNING 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.

Handwritten signature

SELECTED READINGS

1. Aggarwal, Y.P. (1998). *The Science of Educational Research: A Source Book*, Nirmal, Kurukshetra.
2. Best, W., & Kahn, J. (1995). *Research in Education*, prentice Hall, New Delhi.
3. Burns, R. (1991). *Introduction to research in education*, prentice Hall, New Delhi.
4. Edward, A. (1968). *Experimental Designs in Psychological Research*, Holt, Rinehart and Winston, New York.
5. Good, C., & Douglas, E. (1954). *Methods in Social Research*, McGraw Hill, new York.
6. Kerlinger, F. (1973). *Foundation of Behavioral Research*, Holt, Rinehart and Winston, new York.
7. Koul, L. (1988). *Methodology of Educational Research*, Vikas, New Delhi.
8. McMillan, James H., & Schumarcher, S. (1989). *Research on Education: A Conceptual Introduction*, Harper and Collins, New York.
9. Mouly, A. (1963). *The Science of Educational Research*, Eurasia, New Delhi.
10. Neuman, W. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*, Allyn and Bacon, Boston.
11. Travers, R. (1978). *An Introduction to Educational Research*, Mcmillan, New York.
12. Van, D. (1962). *Understanding Educational Research*, McGraw Hill, New York.
13. Young, P. (1960). *Scientific Social Surveys and Research*, Prentice Hall, New Delhi.
14. Miller, D., & Salkind, N. (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, D. (1962). *Understanding Educational Research*, McGraw Hill, New York.

Handwritten signature

M.A. EDUCATION (PREVIOUS)

SEMESTER-I

Course V: METHODS OF DATA ANALYSIS IN EDUCATION

Time: 3 hours

Credit: 04

Max. Marks: 100

(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

- (1) Compute different types of Statistical measures.
- (2) Develop practical orientation involving selection of appropriate data analysis techniques.
- (3) Explain and illustrate the concept application of measures of central tendency, dispersion & relative positions.
- (4) Describe the meaning, assumptions, computation & uses of Non-Parametric tests — i.e. Chi-square test & sign test.
- (5) Illustrate the meaning, computation & Significance of normal probability curve.

LEARNING OUTCOMES:

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

1. Understand the importance of statistics in education
2. Get the practical orientation for selecting the appropriate statistical techniques for data analysis
3. Identify the need of computation & uses of parametric & non parametric statistics
4. 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. (1998). *Statistical Methods*, Sterling, New Delhi.
2. Edward, A. (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. (1973). *Statistics in psychology and Education*, Vakils, Feffer and Simon, Bombay.
5. Guilford, J., & Benjamin, F. (1973). *Fundamental Statistics in Psychology and Education*, McGraw Hill, New York.
6. Koul, L. (1988). *Methodology of Educational Research*, Vikas, New Delhi.
7. Kurtz, A., & Mayo, S. (1980). *Statistical Methods in Education and Psychology*, Narola, New Delhi.
8. Neuman, W. (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, D. (1962). *Understanding Educational Research*, McGraw Hill, New York.
11. Glass, G., & Hopkins, K. (1996). *Statistical Methods in Education and Psychology*,

✓

**M. A. EDUCATION (PREVIOUS)
SEMESTER-II
COURSE VI: PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

Credits - 04

Time: 3 hours

Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

The students will be able to-

1. Recognize and define the contribution of western and Indian philosophers to contemporary Indian education.
2. Justify the impact of value oriented education on human life.
3. Analyze the basic concepts, types and agencies of education.
4. Explain in detail the constitutional provisions for education in India.
5. Write a critical note on the nature of knowledge & knowledge getting process.
6. Illustrate meaning, function of democracy and responsibility, and their relevance in education.

LEARNING OUTCOMES:

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

1. Concept of Educational Philosophy.
2. Impact of value oriented education on human life.
3. Basic concepts, types, agencies of education and constitutional provisions for education in India.
4. Nature of knowledge & knowledge getting process.
5. Contribution of philosophy and various Indian and western schools of philosophy in the field of education.
6. 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. (1977). *Building a Philosophy of Education*, New York: Krieger.
2. Brubacher, J. (1969). *Modern Philosophies of Education*, New Delhi: Tata McGraw Hill.
3. Chandra, S., & Sharma, R. (2004). *Principles of Education*, New Delhi: Atlantic Publishers and Distributors.
4. Dewey, J. (1966). *Democracy and Education*, New York: McMillan.
5. Durpis, A. (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. (1978). *Foundations of Education*, John Wiley and Sons.
8. Pandey, R. (1982). *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir.
9. Pandey, K. (1983). *Perspective in Social Foundations of Education*, Ghaziabad: Amitash Prakashan.
10. Pandey, R. (1982). *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir.
11. Rusk & Robert R. (1962). *Philosophical Bases of Education*, Warwick Square: University of London.
12. Sodhi, T., & Suri, A. (1998). *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.



**M. A. (PREVIOUS) EDUCATION
SEMESTER II
COURSE VII: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

Time: 3 hours

Credit: 04
Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

The students will be able to-

- (1) justify the stance of socially & economical disadvantaged sections of the society with a special reference to scheduled castes, scheduled tribes, women & rural population
- (2) understand the relationship of Education with democracy, freedom, National integration and international understanding
- (3) illustrate Education as a process of social system, socialization & social progress
- (4) explain Education as related to social equity and equality of Educational opportunity
- (5) Describe social theories i.e. Marxism, integral humanism & functionalist with special reference to social change.

LEARNING OUTCOMES:

1. The students will be able to understand the stance of socially and economically disadvantaged sections of society.
2. The students will have clarity regarding concept of democracy, international understanding, freedom and national integration.
3. The students will be able to understand the concept of education as a process of social system.
4. The students will have clarity with regards to social equality and quality of educational opportunity.
5. The students will be able to understand the various social theories.

COURSE CONTENTS

UNIT-I

- (1) Social principles in education:- social and economic relevance to education:
Socio-economic factors and their impact on education.
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. (1984). *Education and Modernization in India*, Rawat Publishers, Jaipur.
2. Hanighurst, R. et al. (1995). *Society and Education*, Allyn and Bacon, Boston.
3. Kamat, A. (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, L. (1972). *Sociology of Education: Introduction*, George Lalen and Unwin, London.
7. Pandey, K. (1983). *Perspective in Social Foundations of Education*, Amitash Prakashan, Gaziabad.
8. Saxena, S. ((2001). *Philosophical and Sociological Foundations of Education*, Meerut: Surya Publications.
9. Singh, B. (2005). *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.

M. A. EDUCATION (PREVIOUS)
SEMESTER - II
Course VIII: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Credit- 04

Max. Marks: 100

(External: 70, Internal: 30)

Time: 3 hours

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

To enable the student to-

- (1) understand nature & concept of intelligence
- (2) write a critical note of theories of intelligence
- (3) explain the measurement of intelligence
- (4) define the meaning and determinants of personality
- (5) describe the theories of personality
- (6) define the meaning and the theories of learning
- (7) illustrate the concept of motivation
- (8) Explain the concept of mental health and mental hygiene, adjustment process.

LEARNING OUTCOMES:

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

- (1) Concept and theories of intelligence.
- (2) Measurement of 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, withdraws reaction formation and fixation.

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. (1954). *Personality*, New York, Holt, 1954.
3. Allport, G. (1961). *Pattern and Growth in Personality*, New York: Rinehart and Winston.
4. Baller & et al. (1962). *The Psychology of Human Growth and Development*, New York, Holt, Rinehart and Winston.
5. Baum, A. & et al. (1997). *Cambridge Handbook of Psychology, Health & Medicine*, Cambridge: Cambridge University Press.
6. Dicaprio, N. (1974). *Personality Theories*, New York, Harper.
7. Douglass & et al. (1948). *Foundations of Educational Psychology*, New York: The Mac Millan Co.
8. Gates A. & et al. (1963). *Educational Psychology*, New York: MacMillan.
9. Kundu, C. (1984). *Educational Psychology*, Delhi Sterling Publishers.
10. Kundu, C. & Tutoo, D. (1988). *Educational Psychology*, New Delhi Sterling publishers Private Ltd.

Handwritten signature

M. A. EDUCATION (PREVIOUS)
SEMESTER-II
COURSE IX: RESEARCH METHODS IN EDUCATION

Credit-4

Max. Marks: 100

Time: 3 hours

(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

To enable the students to-

- (1) Describe major approaches to research.
- (2) Explain the research designs.
- (3) describe ethnographic research, developmental studies and documentary analysis
- (4) Illustrate the steps of preparing of research synopsis.
- (5) Explain the process of writing of research report and its evaluation.

LEARNING 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. Explain the steps of writing research synopsis.
4. Describe the steps of writing a research report and the procedure of evaluation of research report.

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. (1998). *The Science of Educational Research: A Source Book*, Nirmal, Kurukshetra.
2. Best, J. & Kahn J. (1995). *Research in Education*, Prentice Hall, New Delhi.
3. Burns, R. (1991). *Introduction to research in education*, Prentice Hall, New Delhi.
4. Edward, A. (1968). *Experimental Designs in Psychological Research*, Holt, Rinehart and Winston, New York.
5. Good, C., & Douglas, E. (1954). *Methods in Social Research*, McGraw Hill, New York.
6. Kerlinger, F. (1973). *Foundation of Behavioral Research*, Holt, Rinehart and Winston, New York.
7. Koul, L. (1988). *Methodology of Educational Research*, Vikas, New Delhi.
8. McMillan, J., & Schumacher, S. (1989). *Research on Education: A Conceptual Introduction*, Harper and Collins, New York.
9. Mouly, A. (1963). *The Science of Educational Research*, Eurasia, New Delhi.
10. Neuman, W. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*, Allyn and Bacon, Boston.
11. Travers, R. (1978). *An introduction to educational research*, Mcmillan, New York.
12. Van, D. (1962). *Understanding Educational research*, McGraw Hill, New York.
13. Young, P. (1960). *Scientific Social Surveys and Research*, Prentice Hall, New Delhi.
14. Miller, D., & Salkind, N. (2002). *Handbook of Research Design and Social Measurement*, Sage Publications, London.

M. A. EDUCATION (PREVIOUS)
SEMESTER-II
COURSE X: METHODS OF DATA ANALYSIS IN EDUCATION

Time: 3 hours

Credit: 4

Max. Marks: 100

(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

1. Explain the meaning, characteristics, assumptions, computation and uses of product moment, rank difference, partial & multiple correlation
2. Illustrate the concept, assumptions and computation of regression & prediction.
3. Explain & illustrate the concept & application of tests of significance.
4. Differentiate between the t-test and NOVA.

LEARNING OUTCOMES:

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

1. Define correlation, recognize various types of correlation, learn to compute and interpret coefficient of correlation.
2. Determine the prediction of one variable on the basis of other variable.
3. Understand the meaning, nature, uses and analysis of t-test and f-test.

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
6. Tests of significance:
 - (a) Difference between means

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

UNIT-III

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

UNIT-IV

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

SELECTED READINGS

1. Aggarwal, Y. (1998). *Statistical Methods*, New Delhi, Sterling Publishers.
2. Ferguson, G. (1976). *Statistical Analysis in Psychology and Education*, New York, McGraw Hill.
3. Garrett, H. (1973). *Statistic in Psychology and Education*, Bombay, Vakils, Feffer and Simon.
4. Guilford, J., & 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., & Mayo, S. (1980). *Statistical Method in Education and Psychology*, New Delhi.
7. Neuman, W. (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. (1996). *Statistical Methods in Education and Psychology*, Needham Heights, A Simon & Schuster Company.
10. Minimum, E. & et al. (1995). *Statistical Reasoning in Psychology & Education*, Cananda : John Willy & Sons.
11. Best, J., & Kahn J. (2003). *Research in Education* New Delhi, Prentice Hall.

V. K.

M.A. (Final) Existing Courses of IIIrd Semester

Course-XI: Comparative Education and Curriculum Development (part-one)

Course- XII: Contemporary Issues in Indian Education (part-one)

Course-XIII (Opt. i): Any one of the following:

- I. Special Education (Part-One).
- II. Educational Measurement and Evaluation (Part-One)
- III. Teacher Education (Part-One)
- IV. Computer Education(Part-One)
- V. Adult And Continuing Education(Part-One)

COURSE XIV: Optional II: Any one of the following-

- VI. Management and Administration of Education (Part one)
- VII. Educational Technology (Part-One)
- VIII. Educational and vocational guidance: (Part one)
- Mental Hygiene and Education (Part One)
- IX. Economics of Education(Part-One)

The course XV Dissertation to be submitted at the end of IV Semester.

Course-XI: Comparative Education and Curriculum development (part-one)

Course- XII: Contemporary Issues in Indian Education (part-one)

Course-XIII (Opt. I): Any one of the following:

- (i) Special Education (Part-One)
- (ii) Educational Measurement And Evaluation(Part-One)
- (iii)Teacher Education(Part-One)
- (iv)Computer Education (Part-One)
- (v) Adult And Continuing Education(Part-One)

COURSE XIV: Optional II: Any one of the following-

- i Management and Administration Of Education (Part one)
- ii Educational Technology (Part-One)
- iii Educational and vocational guidance:(Part one)
- iv Mental Hygiene And Education(Part-One)
- v Economics of Education (Part-One)

**M. A. (FINAL) SEMESTER III
COURSE-XI:**

**CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION
(PART-ONE)**

Time: 3 hours

Credit - 04

Max. Marks: 100

(External: 70, Internal: 30)

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 14 marks. It will be comprised of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

- To acquaint the students with regard to the Concept, Meaning and Aims of Comparative Education.
- To develop understanding among students regarding the Need and Scope of Comparative Education, Historical development of Comparative Education and Approaches of Comparative Education.
- To acquaint the students with regard to role of different factors influencing Educational System of any country.
- To develop understanding among students regarding the Concept of Universalization of Elementary Education in the context of India, Historical background of Development of Elementary Education in India with special reference to DPEP and SSA.
- To acquaint the students with Elementary Education System of U.K., U.S.A. and India and Vocationalization of Secondary Education in these countries.

LEARNING OUTCOMES:

- After undergoing and understanding the course content of this paper, the students will have clear of Concept Meaning, Aims, Need and Importance and Scope of Comparative Education.
- The students will have understanding of Historical Perspective of Comparative Education, Approaches of Comparative Education.
- The students will have thorough understanding of Elementary and Secondary Education Systems of U.K., U.S.A. and India, and also regarding Vocational.
- Universalization of Secondary Education in the countries.

Handwritten signature

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. Historical Development of Comparative Education
5. Approaches of Comparative Education – Historical, Philosophical, Sociological and problem approach
6. Salient features of Education system of U.S.A., U.K. & India.

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), Sarva Shiksha Abhiyan (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 Unwon.
2. Baradey, G. (1964). *Comparative methods in education*, New Delhi: Oxford and IBH Publishing Co.
3. Cramer, I., & Brown, G. (1965). *Contemporary education: A comparative study of National System*, New York: Harcourt Brace & Company.
4. Dent, H. (1981). *Educational system of England*, London: George Allen and Unwon.
5. Denis, L. (1986). *School curriculum planning*, London: Hodder and Stoughton.
6. Edward, A. (1960). *The secondary schools curriculum*. New York: Harper and Row Publishers.
7. Hans, N. (1961). *Comparative education*, London: Routledge and Kegan.
8. Harold A., & Elsic, J. (1957). *The curriculum*, New York: The MacMillan Company.
9. International encyclopedia of curriculum. (1991). London: Pergamon Oxford.
10. Sodhi, T. (1988). *A text book of comparative education*, New Delhi: Association of Indian Universities, IGNOU.
11. Kandel, I. (1963). *Studies in comparative education*, New York: George Harrup. (12)
12. Parmaji, S. (1984). *Distance education*, New Delhi: Sterling Publishers Pvt. Ltd., New: IGNOU.
13. Reddy, R. (1988). *Studies in Distance Education*, Association of Indian Universities, Delhi
14. William, M. (1966). *Planning curriculum for schools*, New York: Holt, Rinehart and Winston.

**M.A. (EDUCATION) SEMESTER III
COURSE- XII:
CONTEMPORARY ISSUES IN INDIAN EDUCATION
(PART-ONE)**

Time: 3 hours

Credit- 04
Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

The students will be able to understand:

- o The historical insight into the development of education in pre-independence in India.
- o Define the development of the education in India
- o Critically analyze the development of education as a distinct discipline
- o Understand the development of education system in post-independence period in India.

LEARNING OUTCOMES:

- After undergoing the course content of the paper the student will be able to understand:
- The education system in Vedic, Buddhist and Medieval Period.
- The National Education Movement in India.
- The recommendation of different Commission on the subsequent development of education.
- The education system from Vedic era to British era.

COURSE CONTENTS

UNIT-I

Education in India during:

- Vedic
- Buddhist, and
- Medieval period

UNIT-II

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

UNIT-III

- 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 Hartong Committee 1928-1917

UNIT-IV

- Wardha Scheme of education 1937
- Sargent Report 1944
- University Education Commission 1948-1949
- Secondary Education commission 1952-53

SELECTED READINGS

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

M.A. (Education) SEMESTER III**Course-XIII (Opt. i): SPECIAL EDUCATION
(PART-ONE)**

Time: 3Hours

Credit -04
Max. Marks: 100
(External: 70, Internal: 30)

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 14marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

Students will be able to:

1. Define the concept of exceptional Children
2. Explain the needs and problems of Exceptional Children
3. Describe the meaning and scope of Special Education in India
4. Describe the meaning of Integrated / Inclusive Education
5. Explain various types of disabilities and their cause
6. Describe various types of educational programmes for exception children.

LEARNING OUTCOMES:

1. After undergoing the course Exceptionality
2. Concept and nature of Special Education
3. Education of Orthopedically Handicapped children
4. Education of Mentally Retarded children
5. Education of Visually Impaired children

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

3. Education of orthopedically Handicapped children

- Concept
- Etiology
- Characteristics
- Educational Programmes

UNIT-III

4. Education of Mentally Retarded Children

- Concept
- Classification
- Etiology
- Educational Programmes for educable mentally retarded
- Educational Programmes for trainable mentally retarded

UNIT-IV

5. Education of visually Impaired Children

- Concept and Characteristics
- Degree of Impairment
- Etiology and Intervention
- Educational Programmes

SELECTED READINGS

1. Bender, (1995). *Learning Disability*, London: Allyn & Bacon.
2. Berdine, W., & Blackhurst A. (1980). *An Introduction to Special Education*, Boston: Herpes Collins Publishers.
3. Dash, M. (2007). *Education of Exceptional Children*, New Delhi: Atlantic Publisher and distributors (P Ltd.).
4. Dunn, L., & Bay, D. (1973). *Exceptional Children in the Shools*, New York: Holt, Rinehart Winston.
5. Hallahan D., & Kauffman, J. (1991). *Exceptional Children: Introduction to Special Education*, London: Allyn & Bacon.
6. Hewett, F., & Foreness S. (1994). *Education of Exceptional Learners*, London.
7. Jorden, T. (1977). *The Exceptional Child*, Ohio: Merrill.
8. Kirk S.A. & Gallagher J.J. (2002). *Education of Exceptional Children*, Boston: Houghton MifflinCo.
9. Magnifico, L. (1998). *Education of the Exceptional Child*, New York: Longmen.
10. Shanker, U. (1978). *Exceptional Children*, Jalandhar: Steering Publications.
11. Strange, Ruth. (2004). *Exceptional Children & Youth*, N.J.: Prentice Hall.
12. Singh, N., & Beale. I. (1992). *Learning Disabilities – Nature, Theory and Treatment*, New York: Springer Verlag.

**M.A. (Education) SEMESTER III
COURSE-XIII. (Opt.ii):**

**EDUCATIONAL MEASUREMENT AND EVALUATION
(PART-ONE)**

Time: 3 hours

Credit- 04
Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will be comprised of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

- Acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
- Orient the students with tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardizing a test.
- Make the students understand how various requirements of education are measured, evaluated, interpreted and their rules are recorded to help learners.
- Develop the ability to explain and use appropriate statistical techniques and test of significance in measurement and evaluation.

LEARNING OUTCOMES:

After understanding the course content of this paper:-

- The students will be able to understand the concept, scope, need and principles of educational measurement and evaluation.
- The students will have clarity regarding tools and techniques of measurement and evaluation.
- The students will have clarity with regards to constructing and standardizing a test.
- The students will be able to understand how the various requirements of education are measured, evaluated and interpreted.
- 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, objectives 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. (1965). *Measurement and Evaluation in Psychology*, Education and Guidance, Holt, Rinehart & Winston, New York.
2. Aggarwal, Y. (1998). *Statistical Methods: Concepts, Applications and Computation*, Sterling, New Delhi.
3. Aggarwal, R. & Asthana, V. (1983). *Educational Measurement and Evaluation*, Vinod, Agra.
4. Aiken, L. (1985). *Psychological Testing and Assessment*, Allyn and Bacon, Boston.
5. Anastasi, A (1982). *Psychological Testing*, Mac Millan, New York.
6. Cronbach, L. (1964). *Essentials of psychological Testing*, Harper and row, New York.
7. Ebel, R., & Frisbe, D. (1990). *Essentials of Educational Measurement*, Prentice Hall, New Delhi.
8. Freeman, F. (1965). *Theory and Practice of Psychology Testing*, Holt Rinehart & Winston.

M.A. (EDUCATION) SEMESTER III
COURSE – XIII (Opt-iii) TEACHER EDUCATION

(PART-ONE)

Time: 3 hours

Credit- 04
 Max. Marks: 100
 (External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

The students will be able to understand:

- Define meaning and concept of Teacher education in India
- Explaining aims and objectives of teacher education in India with its historical perspective.
- Explaining teaching profession and types of teacher education programme.
- Develop critical awareness different competencies essential for a teacher for effective transaction.

LEARNING OUTCOMES:

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

The meaning and concept of teacher education in India

- The Aim and objectives of teacher education at different level.
- Teaching profession and faculty Improvement Programmes.
- Different competencies essential for a teacher for effective transaction.

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
 - Secondary Level
 - College Level

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

- Performance appraisal of teachers
- Internship of Teacher Education
- Pre-Service Teacher Education
- In-Service Teacher Education

SELECTED READINGS

1. CABE, (1992). *Report of the CABE Committee on Policy Perspective*, Govt. of India, MHRD, New Delhi.
2. Dunkin, J. (1987). *The International Encyclopedia of Teaching and Teacher Education*, Pergamon Press.
3. Husen, et al. (Eds.) (1994). *The International Encyclopedia of Education*, New York, Vol. 1-12, Pergamon Press.
4. Mangla, S. (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. (ed.) (1990). *Teacher Education in India*, Source Book NCERT, New Delhi.
9. Smith, E. (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., & Parker R. (1969). *Teacher Education Programmes*, Encyclopedia.

W

M. A. (EDUCATION)
SEMESTER III
PAPER XIII (Opt. iv) COMPUTER EDUCATION
(PART-ONE)

Time: 3 hours

Credit: 04
 Max. Marks: 100
 (External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

To enable the students to:

- (1) explain the History, types and number system of Computers
- (2) understand the meaning, need and types of operating system
- (3) learn about the origin, meaning and application of artificial intelligence
- (4) help the students to know about MS-Word and MS-Excel

LEARNING OUTCOMES:

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

1. understand the history, types and number system of computer
2. explain the operating system
3. understand the origin, meaning and application of artificial intelligence
4. explain the MS-Word and MS-Excel

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-Use

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., & Urban, P. (1999). *Quick courses in Microsoft Office*, New Delhi, Galgotia Publications.
2. Jain, S. (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. (2003). *Computer Fundamentals*, New York, BPB Publications.
6. Tanenbaum, A. (1998). *Computer Networks*, New Delhi, Prentice Hall of India.

M.A. (EDUCATION) (FINAL)
SEMESTER-III
COURSE – VIII (Opt. v):
ADULT AND CONTINUING EDUCATION
(PART-ONE)

Time: 3 hours

credit: 04
 Max. Marks: 100
 (External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

Making the students:

1. To acquaint the students regarding the basic concept of Adult Education,
2. To make the students aware about the developments taking place in the field of Adult Education in India.
3. To develop understanding among the students regarding method of teaching adults.
4. To make the students aware about major problems confronting Adult Education in India.
5. To make the students aware about National policy on Education.
6. Understand the working of different agencies in continuing Adult Education Programme.
7. Use of different techniques of evaluation in Adult Education.
8. Understand the methods and strategies of implementation of Adult Education.

LEARNING OUTCOMES:

1. After undergoing and understanding the course content of this paper the students will have clarity of the basic concept of Adult Education.
2. The students will be aware about developments taking place in the field of Adult Education in India, different approaches for imparting Literacy and Post-Literacy, problem of dropout and relapse into illiteracy in India.
3. The students will have understanding regarding National policy on Education in the context of Adult Education, National literacy mission Jan Shikshan Nilayams and adult learning.
4. To acquaint the students regarding methods of teaching literacy and methods of adult education.
5. The students will have understanding about the methods of literacy and methods of adult education.
6. 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, & et al. (eds.) (1973). *Adult Education in India – A Book of Readings*, Bombay: Nachiketa Publications Ltd.
2. Bhatia, S., & Srivansava (1978). *Literacy, Literacy Materials and their preparation: A General perspective*, New Delhi: Directorate of Adult Education.
3. Bhola, H. (1984). *Campaigning for Literacy – Eight National Experiences of the Twentieth Century with a memorandum to decision makers*, UNESCO, Paris.
4. Coles, & Edwin K. (1977). *Adult Education in Developing countries*, New York, Pergamon Press.
5. Cropley, A. (1977). *Life Long Education: A Psychological Analysis*, New York, Pergamon Press.
6. Dutta, S. (1987). *Adult Education in the Third World*, New Delhi and Criterion Publications.
7. Dutta, S. (1986). *History of Adult Education in India*, New Delhi, Indian Adult Education Association.
8. Houle, & Cyril, O. (1964). *Counting Your Education*, New York, McGraw Hill Co.
9. Indian Adult Education Association (1980). *Handbook for Adult Education Instructors*, New Delhi.
10. Jarvis, & Petet (1987). *Twentieth Century Thinkers in Adult Education*. London, Vroom Belm.
11. Kundu, C. (1984). *Adult Education, Principals, Practice and Persects*, New Delhi: Sterling Publishers.
12. Kundu, C. (1987). *Adult Education Research: Future Directions*, University.
13. Mathur, S., & Prem C. (1981). *Adult Education Programme: Analysis of Strength and Deficiency*, New Delhi, Indian Adult Education Association.

**M.A. (EDUCATION) III SEMESTER
COURSE XIV (Opt. I)
MANAGEMENT AND ADMINISTRATION OF EDUCATION
(PART-ONE)**

Time: 3 hours

Credit: 04
Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

To enable the students to:

- Acquaint the students with (laughing concepts of education management along with their significance.
- Help the students to understand educational management as a process at various levels.
- Develop an understanding in students about education and problems of educational trends.
- Help the students to know about resources of education and problems of educational finance.
- Assist the students to learn about planning and organizing.

LEARNING OUTCOMES:

1. After understanding the course content of this paper the students will have understanding the concept meaning and nature of Educational Administration.
2. The students will have clarity regarding the modern concept of educational administration from 19th to present-day.
3. The students will have understanding the specific trends in educational administration and resources of education, problems of educational finance.
4. Clarity with regard to meaning, need and importance of 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., & 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, & et al. (1988). *Human Resource Development*, Bombay: Dhruv & Deep.
5. Shukla, P. (1983). *Administration of Education in India*, New Delhi: Vikas Publication.
6. Sinha, P. (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
PAPER XIV (Opt. ii)
EDUCATIONAL TECHNOLOGY
(PART-ONE)

Time: 3 hours

Credit-04
 Max. Marks: 100
 (External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

1. To develop the understanding of concept, scope and characteristics of educational technology.
2. To enable the students to differentiate between hardware and software approach.
3. To apply multimedia approach in educational technology.
4. To explain different stages of teaching.
5. To describe the difference among teaching, training, instruction and indoctrination.
6. To learn about different types of programmed instruction.

LEARNING OUTCOMES:

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

- Understand the meaning, concept and scope of educational technology.
- Define the components of educational technology.
- Use multimedia approach in educational technology.
- Learn about pre-active, interactive and post active stages of teaching.
- Understand the difference among teaching, training, instruction and indoctrination.
- Understand the nature of different types of programmed instructions.

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.

h

UNIT-III

4. Modalities of teaching – Teaching as different from indoctrination instructions, conditioning and training
5. Stages of teaching – Pre-active, Interactive and Post active
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 Mathetics
9. Development of a Programmed Instruction: Preparation, Writing, Try out and Evaluation

SELECTED READINGS

- (1) Davies, I. (1971). *The Management of Learning*, London: McGraw Hill.
- (2) Dececco, J. (1988). *The psychology of Learning and Instruction*, New Delhi, Prentice Hall.
- (3) Kulkarni, S. (1986). *Introduction to Educational technology*, New Delhi, Oxford & IBH Publishing Company.
- (4) Kumar, K. (1996). *Educational technology*, New Delhi: New Age International Publishers.
- (5) Locatis, C., & Atkinson, F. (1984). *Media and technology for education and training*. London: Charles E. publishing Co.
- (6) Mavi, N. (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. (1971). *Instructional design*, New York.
- (9) Mukhopadhyay, M. (1990). *Educational technology*, New Delhi: Sterling.
- (10) Pandey, K. (1980). *A first course in instructional technology*, Delhi: Amitash Parkashan.
- (11) Pandey, S. (1997). *Teaching communication*, New Delhi: Commonwealth Publishers.
- (12) Pandey, K. (1997). *Dynamics of teaching behavior*, Gaziabad, Amitash Prakashan.
- (13) Prival, F., & Ellington, H. (1998). *A handbook of educational technology*, New York, Kogan Page.
- (14) Skinner, B. (1968). *The technology of teaching*, New York: Appleton Century Crofts.



M.A. (EDUCATION) SEMESTER III
Course - XIV (Opt. iii)
EDUCATIONAL AND VOCATIONAL GUIDANCE
(PART ONE)

Time: 3 hours

Credit- 04
 Max. Marks: 100
 (External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

- To enable the students to understand Concept, Meaning, Principles, Need and Importance of Guidance.
- To acquaint the students regarding types of Guidance.
- To develop the understanding among students regarding the Need, Principles, Steps and Strategies for Effective Organization of Guidance Services at School Level.
- To acquaint the students regarding the Group Guidance, its Meaning, Advantages Principles and kinds and Guidance of differently able students.
- To acquaint the students regarding counseling-its Meaning, types and Procedure.

LEARNING OUTCOMES:

- After undergoing /understanding the course content of this paper, the students will be able to understand the Concept, Meaning, Need and Importance of Guidance and its Principles and Types.
- They will have clear with regard to Effective Organization of Guidance Services at School Level.
- Students will have clear with regard to Group Guidance - its Meaning, Advantages, Principles and Kinds.
- 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.
- The students will have clarity regarding concept and process of counseling, different types of counseling with special reference to Role of Counselor in the different types of counseling.

COURSE CONTENTS

UNIT-I

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

h

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., & Daniel F. (1977). *Principles of Guidance*, Second Edition, New York – Thomas Y. Crowell Company.
2. Jones, J. (1970). *Principles of Guidance*, Bombay: Tata McGraw Hill.
3. Miller, F. (1961). *Guidance Principles and Services*, Columbia : Ohio Merrill.
4. Pandey, K. (2000). *Educational and Vocational Guidance in India*, Varanasi: Vishwa Vidyalaya Prakashan Chowk.
5. Tolbert, E. (1967). *Introduction of Counseling*, New York: McGraw Hill.
6. Strang, R. (1949). *Counseling Techniques in colleges and Secondary Schools*, New York: Harpar.
7. Taxler, A. (1964). *Techniques of Guidance*, New York: McGrwa Hill.
8. Robinson, F. (1950). *Principles and Procedures in student counseling*, New York: Harper & Brother.



**M.A. (EDUCATION) SEMESTER III
COURSE –XIV (Opt. iv):
MENTAL HYGIENE AND EDUCATION
(PART-ONE)**

Time: 3 hours

Credit: 04
Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

To enable the students to:

- Understand the concept of mental health and mental hygiene.
- assist developing material on adjustment and conflict
- acquaint concept of personality, problems and role of mental hygiene in school curriculum
- clarity with regards to relation between religion and mental health

LEARNING OUTCOMES:

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

1. define concept of mental health and mental hygiene
2. explain adjustment and conflicts
3. describe concept of personality problem and role of mental hygiene and school curriculum
4. criticize positive and negative role of religion in 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 Mental health:-

- Teacher and Metal Health
- Some Questionable School Practices
- Personality Problems in Classroom
- Classroom approaches to mental health
- Place of Mental Hygiene in school curriculum
- Principles of curriculum construction from mental hygiene point of view

UNIT-IV

1. Religion and Mental health

- Relationship between Religion and Mental Health
- Positive and negative role of religion in Mental Health
- Concept of Mental Health from Ancient Indian Point of View

SELECTED READINGS

1. Arkoff A. (1968). *Adjustment and Mental health*, New York: McGraw Hill Company.
2. Akhilananda, S. (1952). *Mental Health and Hindu Psychology*, London: Alle and unwin.
3. Akhilananda (1953), *Hindu Psychology*, London: Routledge.
4. Bahadur M. (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.(1960). *Mental Health in Education*, Boston: Allyn and Bacon.
7. Burbury, W. (n.d.). *An introduction to Child Guidance*, London: Mac Millan & Co.
8. Capuzzi D., & Dougles, G. (n.d.). *Introduction to Counselling*, London: Allyn and Bacon.
9. Carroll, H.(1956). *Mental Hygiene: The Dynamics of Adjustment*, (3rd ed.), Englewood Cliffs, New Jerce: Prentice Hall.
10. Coleman, J. (1976). *Abnormal Psychology and Modern Life*, Bombay: D.B. Tara Porewala Sons & Co.
11. Crow & et al. (1952). *Mental Hygiene*, New York: McGraw Hill Book Company.
12. Garg, B. (2002). *An Introduction to Mental Health*, Ambala: Associated Publications.
13. Hadfield, J. (1952). *Psychology and Mental Health*. London: George Allen and Unwin Ltd.
14. Kallam, S. & et al. (1975). *Mental Health and Going to School*, Chicago: University of Chicago, Press.

**M.A. (EDUCATION) SEMESTER III
COURSE – XIV (Opt. v):**

ECONOMICS OF EDUCATION

(PART-ONE)

Time: 3hours

Credit: 04

Max. Marks: 100

(External: 70, Internal: 30)

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 14marks: It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

- Acquaint the students with the basic concepts of economics of education.
- Acquaint the students with the concept of education as major determinants of economical development.
- Make the students aware of the productivity of education in economic development.
- Acquaint the students with the concepts, nature, principles and procedures of educational planning.
- Make the students understand the concept of educational planning of educational financing in India.

LEARNING OUTCOMES:

The students will be able to:

- Understand the basic concepts of economics of education.
- Know the concept of education as major determinants of economical development.
- Realize the productivity of education in economic development.
- Understand the concepts, nature, principles and procedures of educational planning.
- Understand the concept of educational planning of educational financing in India.

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

Wk

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. (1983). *Human Capital Approach to Economic Development*, Metropolitan Book Co., New Delhi.
2. Blaug, M. (1972). *Economics of Education*, the English Language Book Society and Penguin Books, England.
3. Bertrand, O. (1992). *Planning Human resources: Methods, Experiences and Practices*, Sterling Publishers, New Delhi.
4. Coombs, H., & Hallack J. (1972). *Managing Educational Costs*, UNESCO International Institute of Educational Planning.
5. Hallack, J. (1969). *The Analysis of Educational Costs & Expenditure*, UNESCO.
6. Harbison, F., & Myers, A. (n.d.). *Education, manpower and economic growth: Strategies of Human resource Development*, Oxford & IBM Publishing Co.
7. Kneller, G. (1968). *Education and Economics Thought*, New York, John Wiley and Sons INC.
8. Nagpal, S., & Mital A. (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, V. (1965). *Education and Human resource Development*, Allied Publisher, New Delhi.
12. Raza, M. (1986). *Educational Planning, A long Term Perspective*, Concept Publishing Company, New Delhi.

SEMESTER-IV**Draft and scheme of Papers & Syllabus of IVth Semester of M.A. (Edu.)****Courses of IVth Semester**

Course XV: Dissertation (to be submitted at the end of IV semester)
Course XVI: Comparative Education and Curriculum Development (Part Two)
Course- XVII: Contemporary Issues in Indian Education (Part-Two)
COURSE-XVIII (Opt. i): Any one of the following

- (i) Special Education (Part-Two)
- (ii) Educational Measurement and Evaluation (Part-Two)
- (iii) Teacher Education (Part-Two)
- (iv) Computer Education (Part-Two)
- (v) Adult and Continuing Education (Part-Two)

COURSE XIX (Opt. i) any one of the following:-

- i. Management and Administration of Education (Part-Two)
- ii. Educational Technology (Part-Two)
- iii. Educational And Vocational Guidance (Part-Two)
- iv. Mental Hygiene And Education (Part-Two)
- v. Economics Of Education (Part-two)

Course XX: Field Work**Marks: 50**

M.A. (EDUCATION) SEMESTER IV
COURSE – XV: 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 examiner



32

M. A. (EDUCATION) SEMESTER IV
PAPER XVI:
CURRICULUM DEVELOPMENT AND COMPARATIVE
EDUCATION
(PART-TWO)

Credit - 04.

Max. Marks: 100

(External: 70, Internal: 30)

Time: 3 hours

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 14 marks. It will be comprised of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

- To acquaint the students regarding the Higher Education System of U.K., U.S.A. and India, and Distance Education System of U.K., Australia and India.
- To develop understanding among students regarding Educational Administration in U.K., U.S.A. and India.
- To enable the students to have understanding about Teacher Education in U.K., U.S.A. and India.
- To acquaint the students with regard to Concept of Curriculum ~~Principles~~ of Curriculum Development –Philosophical, Psychological, Geographical, and different Models of Curriculum Development and Curriculum Evaluation.

LEARNING 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, Teachers Education in U.K., U.S.A. and India.
4. Clarity with regards to Concept of Curriculum Development Factors affecting curriculum Development, Different Models of Curriculum Development and Curriculum Evaluation.

COURSE CONTENTS

UNIT-I

1. Higher Education in U.K., U.S.A. & India
2. Distance Education—Its concept, needs and various concepts with reference to U.K., Australia & India

W

UNIT-II

3. Educational Administration in U.K., U.S.A. & India
4. Teacher Education in U.K., U.S.A. & India

UNIT-III

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

UNIT-IV

8. Different Models of Curriculum Development: Administrative, Grass Root, Demonstration & System Analysis
9. 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. (1964). *Comparative methods in education*, New Delhi: Oxford and IBH Publishing Co.
3. Cramer, I., & Brown, G. (1965). *Contemporary education: A comparative study of National Systems*, New York: Harcourt Brace & Company.
4. Dent, H. (1981). *Educational system of England*, London: George Allen and Unwin.
5. Denis, L. (1986). *School curriculum planning*, London: Hodder and Stoughton.
6. Edward, A. (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. (1957). *The curriculum*, New York: The MacMillan Company.
9. International encyclopedia of curriculum (1991). London: Pergamon Oxford.
10. Sodhi T. (1988). *A text book of comparative education*, New Delhi: Association of Indian Universities, IGNOU.
11. Kandel, I. (1963). *Studies in comparative education*, New York: George Harrup.
12. Parmaji, S. (1984). *Distance education*, New Delhi: Sterling Publishers Pvt. Ltd.
13. Reddy, R. (1988). *Studies in Distance Education Association of Indian Universities*, Delhi New: IGNOU.
14. William, M. (1966). *Planning curriculum for schools*, New York: Holt.

**M.A. (FINAL) EDUCATION
SEMESTER IV
Course- XVII: CONTEMPORARY ISSUES IN INDIAN EDUCATION
(PART-TWO)**

Time: 3hours

Credit- 04
Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14markseach.

COURSE OBJECTIVES:

The students will be able to understand:

- Develop a critical understanding of the challenges facing Indian education today.
- Understand the contemporary issues in Indian education in global perspectives.
- Critically analyze the development of education as a distinct discipline.
- Describe the emotional integration and international understanding in the context of globalization.

LEARNING OUTCOMES:

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

- (a) The challenged faced by Indian education in the prevent scenario.
- (b) Contemporary issues such as universalization of education, Vocationalization of education and education for girls.
- (c) Issues relating to quality in education and issues relating to social equity and equality of emotional opportunities.
- (d) Issues pertaining to open learning and distance education and issues in respect of 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. NEP -2020

UNIT-II

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

- ❖ Govt. of India Ministry of Education. (1959). Report of the National Committee on Women's Education.
- ❖ M.H.R.D. (1966). Report of the Education Commission – Education and National Development (1964-1966). Ministry of Education, govt. of India, New Delhi.
- ❖ M.H.R.D. National Policy on Education (1986). Ministry of Education, Govt. of India, New Delhi.
- ❖ M.H.R.D. Programme of action (1992), Ministry of Education, Govt. of India, New Delhi.
- ❖ M.H.R.D. (1990). Towards an Enlightened & Humane Society – A Review (NPERC), Ministry of Education, Govt. of India, New Delhi.
- ❖ M.H.R.D. (1993). Education for all: The Indian Scenario, Ministry of Education, Govt. of India, New Delhi.
- ❖ M.H.R.D. (1993). Selected Education study, Ministry of Education, Govt. of India, New Delhi.
- ❖ Rao, D.D. (2001). National Policy on Education towards an Enlightened and Human Society. New Delhi: Discovery Publishing House.



**M.A. (FINAL) EDUCATION SEMESTER IV
COURSE-XVIII (Opt. i): SPECIAL EDUCATION
(PART-TWO)**

Credit - 04

Max. Marks: 100

(External: 70, Internal: 30)

Time: 3Hours

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 14marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

Students will be able to:

1. Define the concept of exceptional Children
2. Explain the needs and problems of Exceptional Children
3. Describe the meaning and scope of Special Education in India
4. Describe the meaning of Integrated / Inclusive Education
5. Explain various types of disabled children and their cause
6. Describe various types of educational programmes for exception children.

LEARNING OUTCOMES:

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

1. Characteristics,types,problemsandEducationalprogrammesofHearingImpairedchildren
2. Characteristics,typesandInterventionprogrammesofLearningDisabledchildren
3. Characteristics,problemsandInterventionprogrammesofGiftedandCreativechildren
4. Characteristics,problemsandEducationalprogrammesofJuvenileDelinquents
5. 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. (1995). *Learning Disability*, London: Allyn & Bacon
- (2) Berdine, W. & Blackhurst A. (1980). *An Introduction to Special Education*, Boston: Herpes Collins Publishers.
- (3) Dash, M. (2007). *Education of Exceptional Children*, New Delhi: Atlantic Publisher and distributors (P Ltd.).
- (4) Dunn, L., & Bay, D. (1973). *Exceptional Children in the Schools*, New York: Holt, Rinehart Winston.
- (5) Hallahan D., & Kauffman, J. (1991). *Exceptional Children: Introduction to Special Education*, London: Allyn & Bacon.
- (6) Hewett, F. & Foreness S. (1994). *Education of Exceptional Learners*, London.
- (7) Jorden, T. (1977). *The Exceptional Child*, Ohio: Merrill.
- (8) Kirk S., & Gallagher J. (2002). *Education of Exceptional Children*, Boston: Houghton Mifflin Co.
- (9) Magnifico, L. (1998). *Education of the Exceptional Child*, New York: Longmen.
- (10) Shanker, U. (1978). *Exceptional Children*, Jalandhar: Steering Publications.
- (11) Singh, N., & Beale, I. (1992). *Learning Disabilities-Nature, Theory and Treatment*, New York: Springer Verlag.
- (12) Smith, C. (1991). *Learning Disabilities- The interaction of learner, Task and Setting*, Massachusetts, London: Allyn & Bacon

**M. A. (EDUCATION) SEMESTER IV
COURSE XVIII (Opt. ii):**

EDUCATIONAL MEASUREMENT AND EVALUATION

(PART-TWO)

Time: 3 hours

Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:-

1. To understand the concept of true and error score.
2. To make the students aware of reliability, validity, norms and usability of the tools.
3. To acquaint the students with new trends of examination.
4. To learn the construction and standardization of a test.
5. To explain the meaning, computation, uses and significance of different types of correlation.

LEARNING OUTCOMES:

The students will be able to:

1. Acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
2. Aware the students with tools and techniques of measurement and evaluation.
3. Develop skills and competencies in constructing and standardizing a test.
4. Make the students understand how various requirements of education are measured, evaluated, interpreted and their rules are recorded to help learners.
5. Develop the ability to explain and use appropriate correlation methods.

COURSE CONTENTS

UNIT-I

1. Characteristics of good measuring Instruments
 - Concepts of True and Errors 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-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. (1965). *Measurement and Evaluation in Psychology, Education and Guidance*, Holt, Rinehart & Winston, New York.
2. Agarwal, Y. (1998). *Statistical Methods: Concepts, Applications and Computation*, Sterling, New Delhi.
3. Aggarwal, R., & Asthana, V. (1983). *Educational Measurement and Evaluation*, Vinod, Agra.
4. Aiken, L. (1985). *Psychological Testing and Assessment*, Allyn and Bacon, Boston.
5. Anastasi, A. (1982). *Psychological Testing*, Mac Millan, New York.
6. Cronbach, L. (1964). *Essentials of psychological Testing*, Harper and row, New York.
7. Ebel, R. and Frisbe, D. (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
COURSE – XVIII (Opt. iii)
TEACHER EDUCATION
(PART-TWO)

Credit- 04

Max. Marks: 100

(External: 70, Internal: 30)

Time: 3 hours

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:-

The students will be able to understand

- Define teaching profession and types of teacher educational programmes.
- Explaining teacher education curriculum in India.
- Develop critical understanding about various instruction strategies in teacher education.
- Describe areas of research in teacher education and teacher effectiveness.

LEARNING OUTCOMES:-

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

- The types of teachings education Programmes and profession.
- The current problems of teacher Education and practicing school.
- Different competition essential for a teacher for effective transaction.
- Various issues regard to teacher education, teacher effectiveness and problems.

COURSE CONTENTS

UNIT-I

- Distance Education and Teacher Education
- Orientation and refresher courses
- Preparing teachers for special schools
- Implementation of curricula of teacher Education at various levels

UNIT-II

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

UNIT-III

- Instruction strategies in Teacher Education
- Lecture strategy
- Discussion
- Brain Storming
- Simulation
- Action Research
- Supervised study

W

UNIT-IV

Areas of research in teacher Education with special emphasis on

- Teacher effectiveness
- Problems of admission to teacher Education
- Modification of teacher Behavior
- School effectiveness

SELECTED READINGS

1. Dunkin, J. (1987). *The International Encyclopedia of Teaching and Teacher Education*, Pergamon Press.
2. Husen, T., & Postlethwaite (Eds.) (1994) *The International Encyclopedia of Education*, Pergamon Press, New York, Vol.1-12.
3. Mangla, S. (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. (1982). *Encyclopedia of Educational Research* (5thEd.) New York: Free Press.
6. Nayar, D. (1989). *Towards a national system of Education*, New Delhi: Mittal Publishing.
7. Ryan, K. (1975). *Teacher Education*, NSSE: University of Chicago Press.
8. Sarason, S. & et al. (1962). *The Preparation of Teachers: An Unstudied Problem in Education*, New York: John Wiley.
9. Stones & Morris, (1973). *Teaching-Practices-Problems and Prospects*, Methuen & Co., London, 1973.

M. A. (EDUCATION) SEMESTER IV
COURSE XVIII (Opt. iv)
COMPUTER EDUCATION
(PART-TWO)

Time: 3 hours

Credit: 04
 Max. Marks: 100
 (External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

To enable the students to:

- (1) Explain the meaning & uses of different types of networking in computers
- (2) use internet in day to day learning
- (3) To describe the use of power point presentation in teaching learning process
- (4) To explain the utility of multi-media process in Education

LEARNING OUTCOMES:

After understanding the course content of this paper:

1. The students will have clarity of meaning, uses and different types of networking in computer
2. The students will be able to understand how to use the internet in education
3. The students will be able to explain PowerPoint presentation.
4. The students will be able to understand the multimedia process 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-MS 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, S. (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. (2003). *Computer Fundamentals*, New York, BPB Publications.
6. Tanenbaun, A. (1998). *Computer Networks*, New Delhi, Prentice Hall of India.

Wb

M.A. (EDUCATION) SEMESTER IV
COURSE – XVIII (Opt. v): ADULT AND CONTINUING EDUCATION
(PART-TWO)

Credit:04

Time: 3 hours
 Max. Marks: 100

(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

LEARNING OBJECTIVES

Making the students to:

- Understand the basic concept of Adult Education
- Understand the developments taking place in the field of adult education in India
- Understand the appropriate methods of teaching adults
- Understand the major problems confronting Adult Education in India.
- Obtain the understanding and information to organize Adult Education centre.
- Understand the working of different agencies in continuing Adult Education Programme.
- Use of different techniques of evaluation in Adult Education
- Understand the methods and strategies of implementation of Adult Education Programme.

LEARNING OUTCOMES:

- After undergoing and understanding the course content of this paper, the students will have clear understanding of role of Mass Media (Radio, T.V., Films, and Newspapers) in Adult Education, and problem related to its coverage
- They will have understanding of different Agencies of Adult Education.
- They will become family: as with Success Stories of Literacy Campaigns of Cuba, Brazil, Tanzania and Vietnam.
- The students will have Understanding of problems of Adult Education, Research priorities in Adult Education and Evaluation procedure in Adult Education.

COURSE CONTENTS

UNIT-I

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

UNIT-II

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

Wd

UNIT-III

- 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

- Problems of Adult Education
- Research Priorities in Adult Education
- Evaluation Procedure in Adult Education, Types of Evaluation, Formative and Summative Evaluation

SELECTED READINGS

- Bordia, A. & et al. (eds.) (1973). *Adult Education in India – A Book of Readings*, Bombay: Nachiketa Publications Ltd.
- Bhatia, S. & Srivansava (1978). *Literacy, Literacy Materials and their preparation: A General perspective*, New Delhi: Directorate of Adult Education.
- Bhola, H. (1984). *Campaigning for Literacy – Eight National Experiences of the Twentieth Century with a memorandum to decision makers*, UNESCO, Paris.
- Coles, Edwin K. Townsend (1977). *Adult Education in Developing countries*, New York, Pergamon Press.
- Cropley, A.J. (1977). *Life Long Education: A Psychological Analysis*, New York, Pergamon Press.
- Dutta, S. (1987). *Adult Education in the Third World*, New Delhi and Criterion Publications.
- Dutta, S. (1986). *History of Adult Education in India*, New Delhi, Indian Adult Education Association, 1986.
- Draper, & James, A. (1989). *Adult Education, A Focus for the Social Sciences*, New Delhi: Indian Adult Education Association.
- Houle, (1964). *Counting Your Education* New York, McGraw Hill Co.
- Indian Adult Education Association (1980). *Handbook for Adult Education Instructors*, New Delhi.
- Kundu, C. (1987). *Adult Education Research: Future Directions*, University.



**M.A. (EDUCATION) IV SEMESTER
COURSE XIX (Opt.i)**

MANAGEMENT AND ADMINISTRATION OF EDUCATION

Credit: 04

Time: 3 hours

(External: 70, Internal: 30)

Max. Marks: 100

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:

To enable the students to:

1. Explain the meaning, nature and problems and approaches of educational planning.
2. Understand the kinds of educational planning.
3. Explain the meaning, nature, types and functions of educational supervision
4. Know about the organizing, implementing the supervisory programme and principles of educational supervision
5. Assist the students to learn about planning and organizing.

LEARNING OUTCOMES:

1. The students will have clarity about the educational planning.
2. The students will be able to explain the kinds of educational planning.
3. The students will be able to understand the meaning, nature, types and functions of educational supervision.
4. The students will be able to explain the supervisory programme and principles of educational supervision.

COURSE CONTENTS

UNIT-I

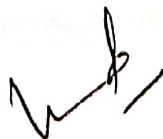
1 Educational planning

- 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:

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

M.A. (EDUCATION) SEMESTER IV
PAPER XIX (Opt. ii)
EDUCATIONAL TECHNOLOGY (PART-TWO)

Credit- 04

Time: 3 hours

Max. Marks: 100
 (External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:-

- To explain the skill of framing educational objectives.
- To learn teaching skills through Microteaching.
- To introduce different families of teaching models.
- To use educational technology for improving teacher's behaviour.
- To develop different types of evaluation tools.
- To apply education technology in the field of distance education.

LEARNING OUTCOMES:-

- Students will have understanding about formulation of educational objectives.
- Students will have clarity regarding various teaching skills and the concept to micro-teaching.
- Students will have understanding different families of teaching models.
- Students will have understanding of Flander's interaction an analysis and about how to use it in analysis of classroom interaction.
- Students will have clarity regarding different types of evaluation tools.
- Students will have understanding regarding 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 storming sessions.
6. Development of Evaluation Tools: Norms Referenced Tests and Criterion referenced tests

UNIT-IV

7. Application of Educational Technology in Distance Education:
 - Concept of Distance Education
 - Differentiate between Distance and Open Learning Systems
 - Students Support Services in Distance Education
 - Evaluation process in Distance Education
 - Counseling in Distance Education

SELECTED READINGS

- (1) Davies, I. (1971). *The management of learning*, London: McGraw Hill.
- (2) Dececco, J. (1998). *The psychology of learning and instruction*, New Delhi: Prentice Hall.
- (3) Kulkarni, S. (1986). *Introduction to educational technology*, New Delhi, Oxford & IBH Publishing Company.
- (4) Kumar, K. (1996). *Educational technology*, New Delhi: New Age International Publishers.
- (5) Locatis, C., & Atkinson, F. (1984). *Media and technology for education and training*, London: Charles E. Publishing Co.
- (6) Mavi, N. (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. (1971). *Instructional design*. New York.
- (9) Mukhopadhyay, M. (1990). *Educational technology*, New Delhi: Sterling.
- (10) Pandey, K. (1980). *A first course in instructional technology*. Delhi: Amitash Parkashan.
- (11) Pandey, S. (1997). *Teaching communication*, New Delhi: Commonwealth Publishers.
- (12) Pandey, K.P. (1997). *Dynamics of teaching behavior*, Gaziabad: Amitash Parkashan.

**EDUCATION IV SEMESTER
PAPER – XIX (Opt. iii)**

**EDUCATIONAL AND VOCATIONAL GUIDANCE
(PART-TWO)**

Time: 3 hours

Credit: 04
Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:-

- To develop understanding among students regarding occupation information –its meaning and Need, Methods of Imporing Occupational Information and courses of Occupational Information.
- To acquaint the students regarding Job Analyses, its Types and purpose, and Job Satisfaction-Meaning and factors of Job Satisfaction.
- To develop understanding regarding placement and Follow up Services.
- To develop understanding among students regarding different Data Collection Techniques – standardized and Non-standardized.

LEARNING OUTCOMES:

- After undergoing/understanding the course content of the paper, the students will behave.
- Understanding with regard to Occupational Importation Service.
- Understanding of Job Analyses and its procedure, Job Satisfaction and factors affecting Job Satisfaction
- Understanding regarding placement and Follow-up service.
- Acquaintance with regard to different data collection 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.

WJ

SELECTED READINGS

1. Bernard, H., & Daniel F. (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. (1961). *Guidance Principles and Services*, Columbia : Ohio Merrill.
4. Pandey, K. (2000). *Educational and Vocational Guidance in India*, Varanasi: Vishwa Vidyalaya Prakashan Chowk.
5. Tolbert, E. (1967). *Introduction of Counseling*, New York: McGraw Hill.
6. Strang, R. (1949). *Counseling Techniques in colleges and Secondary Schools*, New York: Harpar.
7. Taxler, A. (1964). *Techniques of Guidance*, New York: McGrwa Hill.
8. Robinson, F. (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
COURSE -XIX (Opt. iv):**

**MENTAL HYGIENE AND EDUCATION
(PART-TWO)**

Time: 3 hours

Credit: 04
Max. Marks: 100
(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:-

To enable the students to:

1. understand relationship between human needs and mental health
2. Develop material on the concept of diagnostic and psychotherapy techniques.
3. Acquaint concept of home and community.
4. Assist concept and goal of yoga as scientific method for the development of personality.

LEARNING OUTCOMES:

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

1. Define relationship between human needs and mental health.
2. Explain the concept of diagnostic and psychotherapy techniques.
3. Describe concept of human and community.
4. Define concept and yoga as the system for 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

▪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

- Arkoff A. (1968). *Adjustment and Mental health*, New York: McGraw Hill Company.
- Akhilananda S. (1952). *Mental Health and Hindu Psychology*, London: Alleand Unwin.
- Akhilananda, (1953). *Hindu Psychology*, London : Routledge.
- Bahadur, M. (1955). *Mental in Theory and Practice*, Hoshiarpur: V.V.R.I.
- Bernard, & Harold, W. (1952). *Mental Hygiene for class-room teachers*, New York: McGraw Hill Book Co.
- Bonny, E. (1960). *Mental Health in Education*, Boston: Allyn and Bacon.
- Carroll, H. (1956). *Mental Hygiene: The Dynamics of Adjustment* (3rd ed.), Englewood Cliffs, New Jersey: Prentice Hall.
- Coleman, J. (1976). *Abnormal Psychology and Modern Life*, Bombay: D.B. Tara Porewala Sons & Co.
- Crow, L. & Crow, A. (1952). *Mental Hygiene*, New York: McGraw Hill Book Company.
- Garg, B. (2002). *An Introduction to Mental Health*, Ambala: Associated Publicaitons.
- Hadfield, J. (1952). *Psychology and Mental Health*, London: George Allen and Unwin Ltd.
- Kallam, S. et al. (1975). *Mental Health and Going to School*, Chicago: University of Chicago, Press.



**M.A. (EDUCATION) SEMESTER IV
COURSE – XIX (Opt. v):**

ECONOMICS OF EDUCATION

(PART-TWO)

Time: 3 hours

Credit: 04

Max. Marks: 100

(External: 70, Internal: 30)

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 14 marks. It will comprise of 4 short answer type notes of 3.5 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 14 marks each.

COURSE OBJECTIVES:-

- To acquaint the students with the basic concepts of economics of education
- To acquaint the students with the concept of education as a major determinants of economics development
- To make the students aware of the productivity of education in economic development
- To acquaint the students with the concepts, nature, principles and procedures of educational planning
- To make the students understand the concept of educational planning of educational financing in India.

LEARNING OUTCOMES:-

The students will be able to:

- understand the basic concepts of economics of education
- know the concept of education as a major determinants of economics development
- realize the productivity of education in economic development
- understand the concepts, nature, principles and procedures of educational planning
- Understand the concept of educational planning of educational financing in India.

COURSE CONTENTS

UNIT-I

1. Human Resource Development:-

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

UNIT-II

2. Benefit Analysis:-

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

Wk

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

- Alex, V. (1983). *Human Capital Approach to Economic Development*, Metropolitan Book Co., New Delhi.
- Blaug, M. (1972). *Economics of Education*, the English Language Book Society and Penguin Books, England.
- Bertrand, O. (1992). *Planning Human resources: Methods, Experiences and Practices*, Sterling Publishers, New Delhi.
- Coombs & et al. (1972). *Managing Educational Costs*, UNESCO International Institute of Educational Planning.
- Hallack, J. (1969). *The Analysis of Educational Costs & Expenditure*, UNESCO, Paris.
- Harison, F., & Myersm, A. (n.d.). *Education, manpower and Economics Growth: Strategies of Human resource Development*, Oxford & IBM Publishing Co.
- Kneller, G. (1968). *Education and Economics Thought*, New York, John Wilet and Sons INC.
- Nagpal, S. (1993). *Economics of Education*, Sterling Publishers Pvt. Ltd., New Delhi.
- Natrajan, S. (1990). *Introduction to Economics of Education*, Sterling Publishers, Pvt. Ltd., New Delhi.
- Pandit, H. (1969). *Measurement of Cost Productivity and Efficiency of Education*, NCERT
- Rao, (1965). *Education and Human resource Development*, Allied Pubshilers, New Delhi.
- Raza, M. (1986). *Educational planning, A long Term Perspective*, Concept Publishing Company, New Delhi.

M.A. (EDUCATION) SEMESTER IV
COURSE-XX: 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 Special School.
6. Two Observation lessons of each of two teachers of the institution of case study
7. Media and Education.

h b

q

M.A. (EDUCATION) SEMESTER**IV****COURSE – XV: 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.