SHRI JAGDISHPRASAD JHABARMAL TIBREWALA
UNIVERSITY
DEPARTMENT OF EDUCATION
M.A. (EDUCATION)
Scheme of Examination as per semester system for 1st , 2nd , 3rd and4th Semester

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 papers each. In the second and final year there will be two semesters consisting of four theory papers each and one Dissertation . Theory papers will be of 100 marks each (80 marks for external evaluation and 20 marks for internal assessment). Dissertation will be of 200 marks (100 marks for Dissertation, 50 marks for Research Proposal and 50 marks for viva-voce). The Dissertation will be evaluated by External & Internal examiners (The Supervisor).

Internal assessment (total 20 marks in each theory paper) will be based on two class tests of 5 marks each, Assignments/presentation of 5 marks and marks for attendance as per details given below:

65% to 75%	1 mark
76% to 85%	2 marks
86% to 90%	3 marks
91% to 95%	4 marks
Above 95 %	5 marks

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

M.A. Education 1st Semester

Paper	Nomenclature of the Paper	Theory	Internal Assessment (Assignment & Seminar)	Maximum Marks	Time
MAE101	Philosophical Foundations of Education-I	70	30	100	3 HRS
MAE102	Sociological Foundations of Education-I	70	30	100	3HRS
MAE103	Psychological Foundations of Education-I	70	30	100	3 HRS
MAE104	Research Methods in Education-I	70	30	100	3 HRS
MAE105	Methods of Data Analysis in Education-I	70	30	100	3 HRS

M.A. Education 2nd Semester

Paper	Nomenclature of the Paper	Theory	Internal Assessment (Assignment & Seminar)	Maximum Marks	Time
MAE201	Philosophical Foundations of Education-II	70	30	100	3 HRS
MAE202	Sociological Foundations of Education-II	70	30	100	3HRS
MAE203	Psychological Foundations of Education-II	70	30	100	3 HRS
MAE204	Research Methods in Education-II	70	30	100	3 HRS
MAE205	Methods of Data Analysis in Education-II	70	30	100	3 HRS

Grand Total- 1000

M.A. Education 3rd Semester

Paper	Nomenclature of the Paper	Theory	Time	Internal Assessment(Assignment/ Seminar)	Maximum Marks
MAE301	Curriculum Development and Comparative Education I	70	3 hours	30	100
MAE302	Contemporary Issues in Indian Education I	70	3 hours	30	100
MAE303	Educational Technology-I	70	3 hours	30	100
MAE304	Teacher Education I	70	3 hours	30	100
MAE305	Submission of Research Proposal	-	-	50	50
				Total	450

M.A. Education 4th Semester

Paper	Nomenclature of the Paper	Theory	Time	Internal Assessment (Assignment /Seminar)	Total Marks
MAE401	Curriculum Development and Comparative Education -II	70	3 hours	30	100
MAE402	Contemporary Issues in Indian Education -II	70	3 hours	30	100
MAE403	Educational Technology -II	70	3 hours	30	100
MAE404	Teacher Education -II	70	3 hours	30	100
MAE405	Dissertation & Viva-Voce Examination	100	-	50	150
				Total	550

Grand Total-1000

Syllabus M.A. (P) Education
(1st Semester)
Paper-I: Philosophical Foundations of Education
Paper Code :MAE101

Time: 3 Hrs.   Max. Marks: 100
                                                 (Theory: 70, Internal: 30)

Note: Paper Setter will set 9 questions in all, out of which students will be required to   attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objective:
The students will be able to-
1. Define the concept of Education and Philosophy and explain the relationship between them.
2. Write a critical note on contribution of Philosophy to the field of Education and Vice-Versa.
3. Describe the contribution of various Indian and Western Schools of Philosophy to the fields of Education.
4. Illustrate and explain the concept of Freedom and Equality and their relevance to the field of Education.

Course Contents

Unit-I
1. Education & Philosophy
   -Concept and definition
   -Nature
   -Relationship
2. Indian Schools of Philosophy
   - Samkhya
   - Vedanta
   - Nyaya
   - Budhism
   - Jainism
   - Islamic Traditions

   Educational implications of above with special reference to Concept, Reality and Values.

Unit –II
3. Modern Concept of Philosophy
   -Logical analysis
   -Logical empiricism
   -Positive relativism

Unit –III
4. Western Philosophies: Major Schools
   - Naturalism
   - Idealism
   - Pragmatism

- Their Education implications 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
      -Freedom
      -Equality &
      -Equity

Suggested Readings
1.   Baskil, Wade, Classic in Education, Vision Press, London, 1.966
2.   Brubacher, John S., Modern Philosophies of Education, Tata Mc Graw Hill, New Delhi, 1969
3.   Broudy, H.S., Building a Philosophy of Education, Kriager, New York, 1977.
4.   Butler, J.D., Idealism in Education, Harper and Row, New York, 1966.
5.   Dewey, John, Democracy and Education, MacMillan, New York,
6.   Dupuios, A.M., Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972
7.   Kneller, George F., Foundations of Education, John Willey and Sons, 1978
8.   Morris, Van C., Existentialisms in Education : What it means, Harper & Row, New York, 1966.
9.   Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10.   Narvane, V.S., Modern India Thought, Orient Longmans Ltd., New Yorkm, 1978.
11.   Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi. 1969.

Paper-II: Sociological Foundations of Education
Paper Code :MAE102

Time: 3 Hrs.   Max. Marks: 100
                                               (Theory: 70, Internal: 30)

Note: Paper Setter will set 9 questions in all, out of which students will be required to   attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objective:
The students will be able to-
1.   Define meaning and concept of Educational Sociology.
2.   Explain the concept of social organization and factors effecting it.
3.   Describe social interaction and their Educational implications.
4.   Write a critical note on meaning, nature & determinants of culture and role of Education in cultural context.
5.   Illustrate the meaning and concept of social change with special reference to India.
6.   Justify social and economic relevance of Education.

Course Contents

Unit-I
1.   Concept of Educational Sociology and Sociology of Education
- Social organization and its concepts
- Factor influencing social organization – folkways, mores, institutions; values.
- Dynamic characteristics of social organization and its educational implications

Unit-II
2.   Social interactions and their educational Implications;
- Social group-Inter group relationship, group dynamics.
- Social stratification–concepts of social stratification and its educational implications.

Unit-III
3.   Culture: Meaning and nature of culture.
- Role of education in culture context
- Cultural determinants of education.
- 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.

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

Suggested Readings

1. Pandey, K.P., Perspective in Social Foundation of Education, Amitash Prakashan, Ghaziabad, 1983
2. Havighurst, Robert et al., Society and Education, Allyen and Bacon, Baston, 1955.
3. Gore, M.S., Education and Modernization in India, Rawat Publishers, Jaipur, 1984.
4. Kamat, A.R., Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
5. Maunheim, K.et al., An Introduction to Sociology of Education. Routledge and Kegam Paul, London, 1962.
6. M.II.R.D., Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H.(Ed.), New Knowledge in Human Values, Harper and Row, New York, 1959.
9. Mossish, Loor., Sociology of Education : An Introduction, George Allen and Unwin, London, 1972.
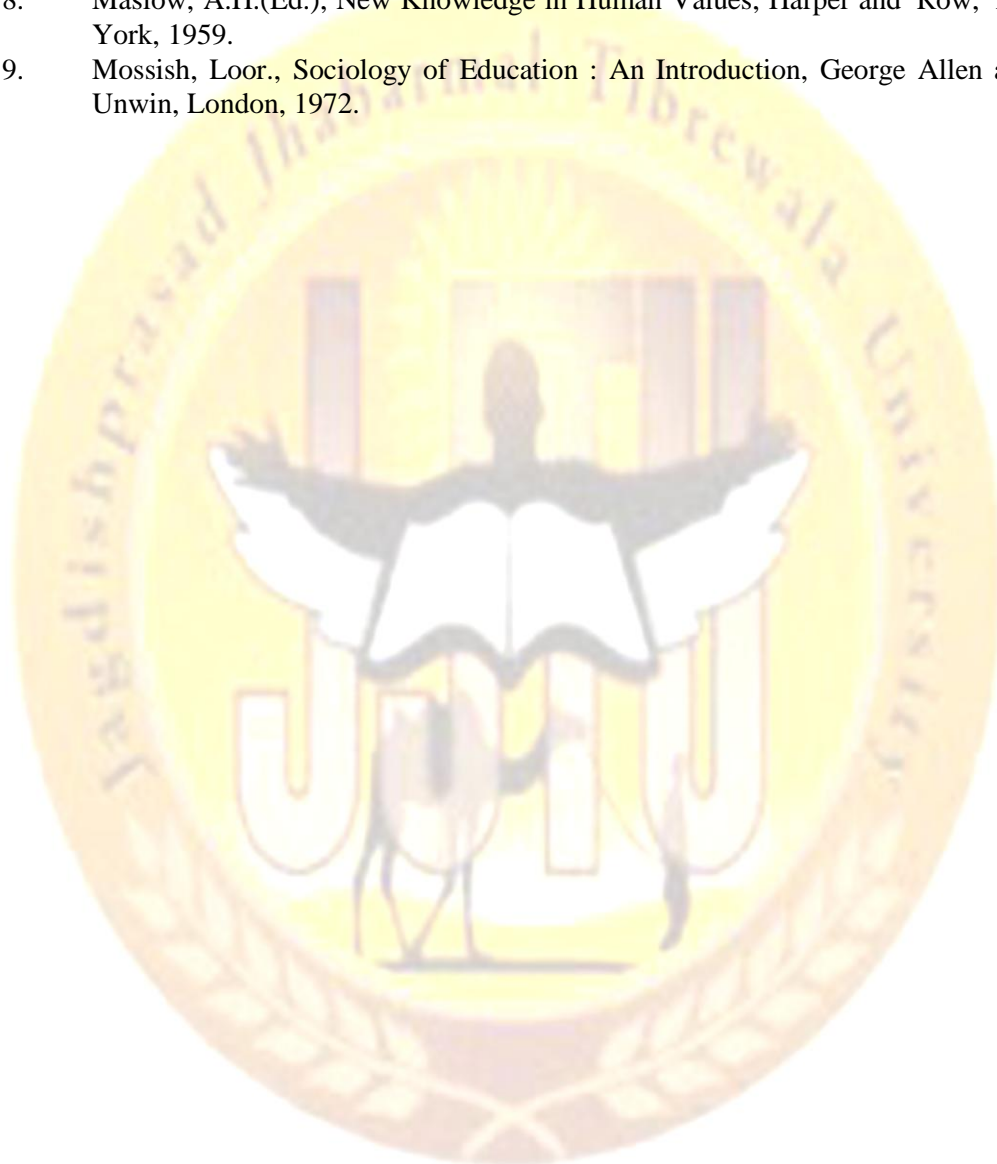
Paper-III: Psychological Foundations of Education
Paper Code :MAE103

Time: 3 Hrs.   Max. Marks: 100
                                                               (Theory: 70, Internal: 30)

Note: Paper Setter will set 9 questions in all, out of which students will be required to   attempt 5 questions
- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objective:
The students will be able to-
1. Understand concepts and principles of educational Psychology as an applied science.
2. Outline the scope of educational psychology.
3. Describe the process of growth and development.
4. Understand the meaning and concepts of individual differences.
5. Explain meaning and concepts of gifted and mentally retired children.
6. Understand the concept and characteristics of creativity & importance of creativity in education.

Course Contents
Unit-I
1.   a) Meaning of Education and Psychology
- Relationship of Education and Psychology
- Scope of Educational Psychology.
b) Methods of Educational Psychology.
- Experimental
- Clinical
- Differential

Unit-II
2.   Growth and Development during childhood and adolescents
- Physical
- Social
- Emotional
- Mental
3.   Individual differences :
- Concept and areas;
- Determinants : Role of heredity and environment in developing individual differences;
- Implications of individual difference for organizing educational programmes.

Unit-III
4.   Gifted and Mentally Retarded Children
- Meaning and characteristics
- Needs and Problems

Unit-IV
5.   Creativity:
- Concept
- Characteristics

- Development of creativity.
- Importance of Creativity in Education.

Suggested Readings:

1. Abramson, Paul, R: Personaity, New York: Holt Renehart and Winston, 1980.
2. Allport, G.V,.: Personality, New York: Holt, 1954.
3. Allport G.W: Pattern and Growth in Personality, New York: John Wiley and Sons, Inc. 1961.
4. Andrews, T.W.(Ed.): Methods in Psychology, New York: John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R.Charies, Don C. The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston Inct., 1962.
6. Baum, A, Newman, S., West R. & McManus, C. Cambridge University Press 1997.
7. Coleman, J.C.: Abnormal Psychology and Modern Life Bombay: D.B. Taraporewal Sons & Co., 1976.
8. Dicapro, N.S.: Personality Theories, New York: Harper, 1974.
9. Dougals, O.B. Holl and B.P. Foundations of Educational Psychology, New York: The MacMillan Co., 1948.
10. Gagne, R.M: The Conditions of Learning, New York: Chicago: Holt, Rinehart and Winston, 1977.
11. Gtes, A.T. et., Al: Educational Psychology, New York: MacMillan, 1963.
12. Hilgard, E.R.: Teories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L. Educational Psychology, Delhi, Starling Publishers, 1984.
14. Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shanker Udey: Development of Personality, 1965.
17. Talbgott, J.A. Hales, r.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publihers (P) Ltd., 1994.
18. Thorpe, G.L. & Olson, S.L. Behaviour therapy, Concepts, Procedure and Applications, London: Allyn Bacon, 1999.

Paper-IV: Research Methods in Education
Paper Code :MAE104

Time: 3 Hrs.   Max. Marks: 100
                                                     (Theory: 70, Internal: 30)

Note: Paper Setter will set 9 questions in all, out of which students will be required to   attempt 5 questions
- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives:
The students will be able to-
1. Explain the methods of acquiring scientific knowledge through experience and reasoning.
2. Define meaning, nature, scope, and purposes of Educational Research.
3. Describe the emerging trends in Educational Research.
4. Illustrate meaning, criteria and sources for identifying the research problems.
5. Describe the importance and various sources of review of related literature and hypothesis.
6. Explain the types, tools and techniques of collection of data.
7. Define concept of samples and population and steps and types of sampling.

Course Contents

Unit-I
1. Methods of Acquiring Scientific Knowledge
- Tradition
- Experience
- Reasoning

2. Nature and Scope of Educational Research
- Meaning, Nature, Need and scope of Educational Research
- Fundamental, Applied and Action Research
- Some emerging trends in Educational Research

Unit-II
3. Formulation of Research Problem
- Criteria and Sources of Identifying the problem
- Definition of the problem
- Review of Related literature.

4. Hypothesis
- Importance
- Characteristics
- Formulation of Hypothesis
- Forms of Hypotheses

Unit-III
5. Sampling
- Concept of population and sample
- Steps and characteristics of a good sample
- Sampling Errors and how to reduce them
- Various methods of Sampling

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6. Tools and Techniques of Data Collection -1
- Characteristics of a good research tool
- Types of Tools and Techniques and their use
- Questionnaire
- Interview

Unit-IV
7. Tools and Techniques of Data Collection -II
- Observation
- Projective
- Socio-metric Techniques

8. Attitude
- Types of Attitude Scales
- Uses of Attitude Scales
- Limitations of Attitude Scale

Suggested Readings:
1.   Miller, D.C. & Salkind, N.J. (2002) Handbook of Research Design and Social Measurement, Sage Publications, London.
2.   Rune, Janet, M(2004), Essential of Research Methods of Social Science Research, Blackwell Publishers Ltd.
3.   Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.
4.   Aggarwal, Y.P.(1998), Statistical Methods, Streling, New Delhi.
5.   Adward, Allen L.(1968), Experimental Designs in Psychological Research, Holt, Rinchart and Winston, New York.
6.   Ferguson, George A.(1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
7.   Garrett, H.E.(1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bomboy.
8.   Guilford, J.P. & Benjamin Fruchter(1973), Fundamental Statistics.

Paper-V: Methods of Data Analysis in Education
Paper Code :MAE105

Time: 3 Hrs.   Max. Marks: 100
                                              (Theory: 70, Internal: 30)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives:

The students will be able to-

1. Compute different types of Statistical Measures.
2. Practical orientation involving selection of appropriate data analysis techniques.
3. Explain and illustrate the concept & application of measures of central tendency dispersion and relative positions.
4. Describe the meaning, assumptions, computation & uses of Non-Parametric test i.e. Chi-square Test & Sign Test.
5. Illustrate the meaning & significance of normal probability curve.

Unit-I

1. Nature of Educational Data
   - Quantitative and qualitative, Scales of measurement, Descriptive and inferential statistics.
   - Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive and smoothed frequency polygon
   - 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:
   - Chi-square tests of equality and independence, setting up cross breaks for contingency table.
   - Sign test

Unit-IV

5. Normal Probability Curve: Meaning, significance,
   - Characteristics and applications
   - Skewness and Kurtosis

Suggested Readings:

1. Aggarwal Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
3. Ferguson, George A (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.

4. Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
6. Koul Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
7. Kutz, A.K. and Mayo S.T. (1980), Statistical Qualitative and Psychology, Naroda, New Delhi.
8. Neuman, W.L. (1997), Social Research Methods: Quantitative Approaches, Allyn and Bacon, Boston.
9. Siegel, S. (196), Non-Parametric Statistics, McGraw Hill, New York.
10. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.

Syllabus M.A. (P) Education
(2nd Semester)
Paper-VI: Philosophical Foundations of Education
Paper Code :MAE201

Time: 3 hours   Max. Marks: 100
                                                              (Theory: 70, Internal: 30)

Note:-
Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4sort answer type notes of 4 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives
The students will be able to-
1. Write a critical note on the contribution of Indian Philosophers to contemporary Indian Education.
2. Justify the Impact of Value Education in our life.
3. Explain in detail the constitutional provisions for Education in India.
4. Write a critical note on the nature of knowledge & knowledge getting process.
5. Illustrate meaning, function of democracy & responsibility& their relevance in Education.

Course Contents

Unit-I
  Western Philosophies: Major Schools
  - Realism
  - Logical positivism
  - Existentialism
  - Marxism
  - 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
  Contributions of following Indian Philosophers to Educational Thought:
  - Vivekananda,
  - Tagore,
  - Gandhi,
  - Aurobindo and
  - J.Krishnamurty

Unit-III
  Education and its role in developing National Values.
  The Constitution of India.

Unit-IV
  Nature of knowledge and the knowledge getting process.

Social Philosophy of Education.
- Democracy.
- Responsibility

Suggested Reading

1. Baskin,Wade, Classics in Education, Vision Press, London 1966.
2. Brubacher, John S, Modern Philosophies of Education, Tata McGraw Hill, New Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Kriager, New York, 1977.
4. Butler, J.D., Idealism in education, Harper and Row, New York, 1966.
5. Dewey, John, Idealism in Education, MacMillan, New York, 1966.
6. Dupuis,A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
7. Kneller, George F., Foundation of Education, John Wiley and Sons, 1978.
8. Morris, Van C., Existentialisms in Education: What it means, Harper & Row, New York, 1966.
9. Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. Narvane, V.S., Modern India Thought, Orient Longmans Ltd., New Yorkm, 1978.
11. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi. 1969
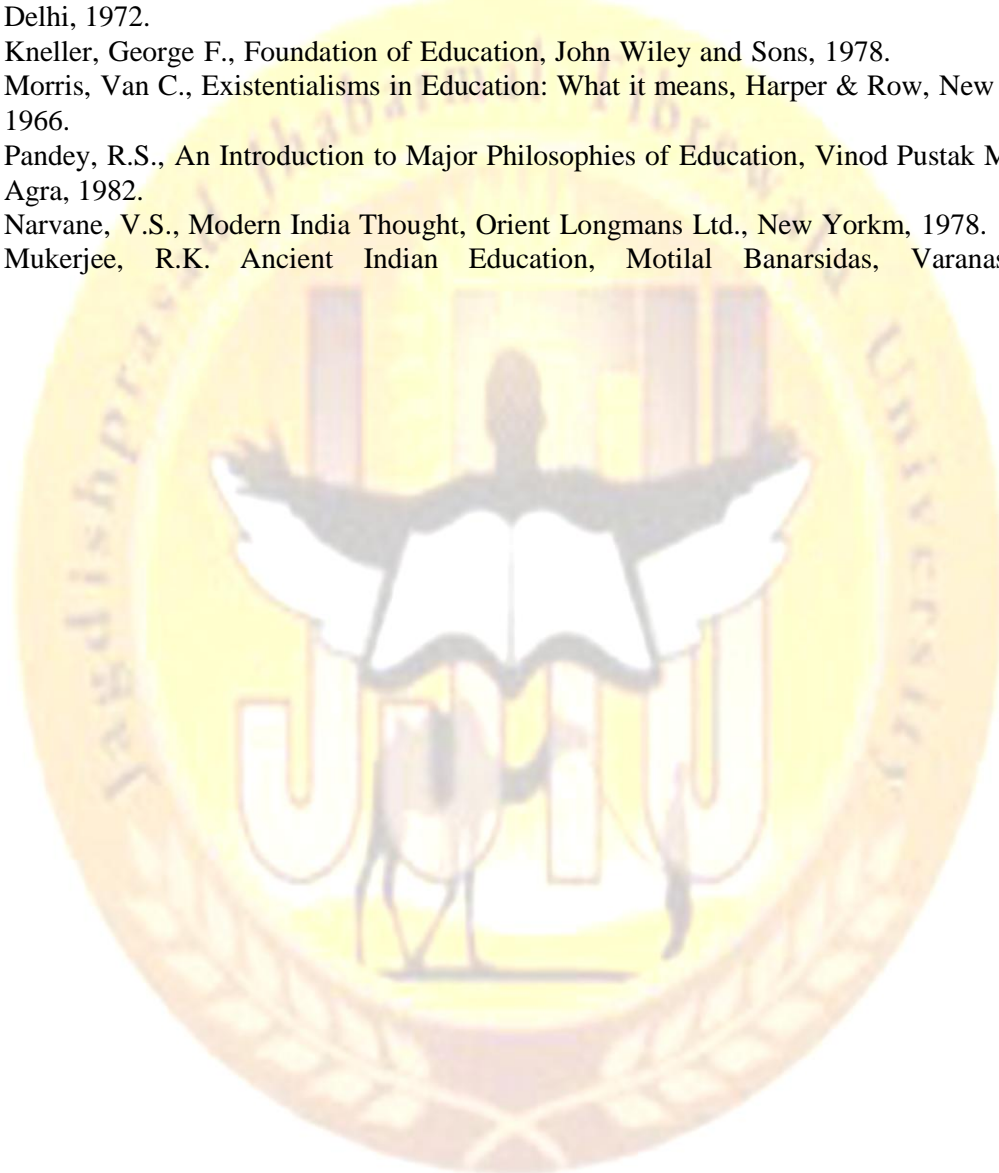
Paper-VII: Sociological Foundations of Education
Paper Code :MAE202

Time: 3 hours   Max. Marks: 100
                                                 (Theory: 70, Internal: 30)

Note:-
Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4sort answer type notes of 4 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 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.

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:
- Democracy
- Freedom,
- Nationalism-national integration.
- International understanding

Unit-III
3. Education and Society
- Education:-
- As a process in social system
- As a process of socialization, and
- As a process of social progress
- Education and politics
- Education and religion

Unit- IV
4. Educational Opportunity and Equality and Equity-
- Education as related to social equity, and equality of educational opportunities
- Inequality of educational opportunities and their impact on social growth and development.

5. Social theories (with special reference to social change
   - Marxism,
   - Integral Humanism (based on 'Swadeshi') and
   - Functional-Emile Durkheim and Talcott Parsons.

Suggested Reading

1. Pandey, K.P. Perspective in Social Foundations of Education, Amitash Prakashan, Gazibad,1983.
2. Havighurst, Robert et al., Society and Education, Allyen and Bacon Baston, 1995.
3. Gore, M.S., Education and Modernization in India, Rawat Publishing Co., Bombay, 1985.
4. Kamat, A.R. Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
5. Maunheim, K.et al., an introduction to Sociology of Education Routleldge and Kegam Paul, London, 1962.
6. M.II.R.D., Towards an Enlightened and Human Society. Department of Education New Delhi. 1987.
7. Inkeles, alex, What is sociology? Prentice Hall of India, New Delhi. 1987.
8. Maslow, A.H. (Ed.), New knowledge in Human Values, Harper and Row, New York, 1959.
9. Mossish, Loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972
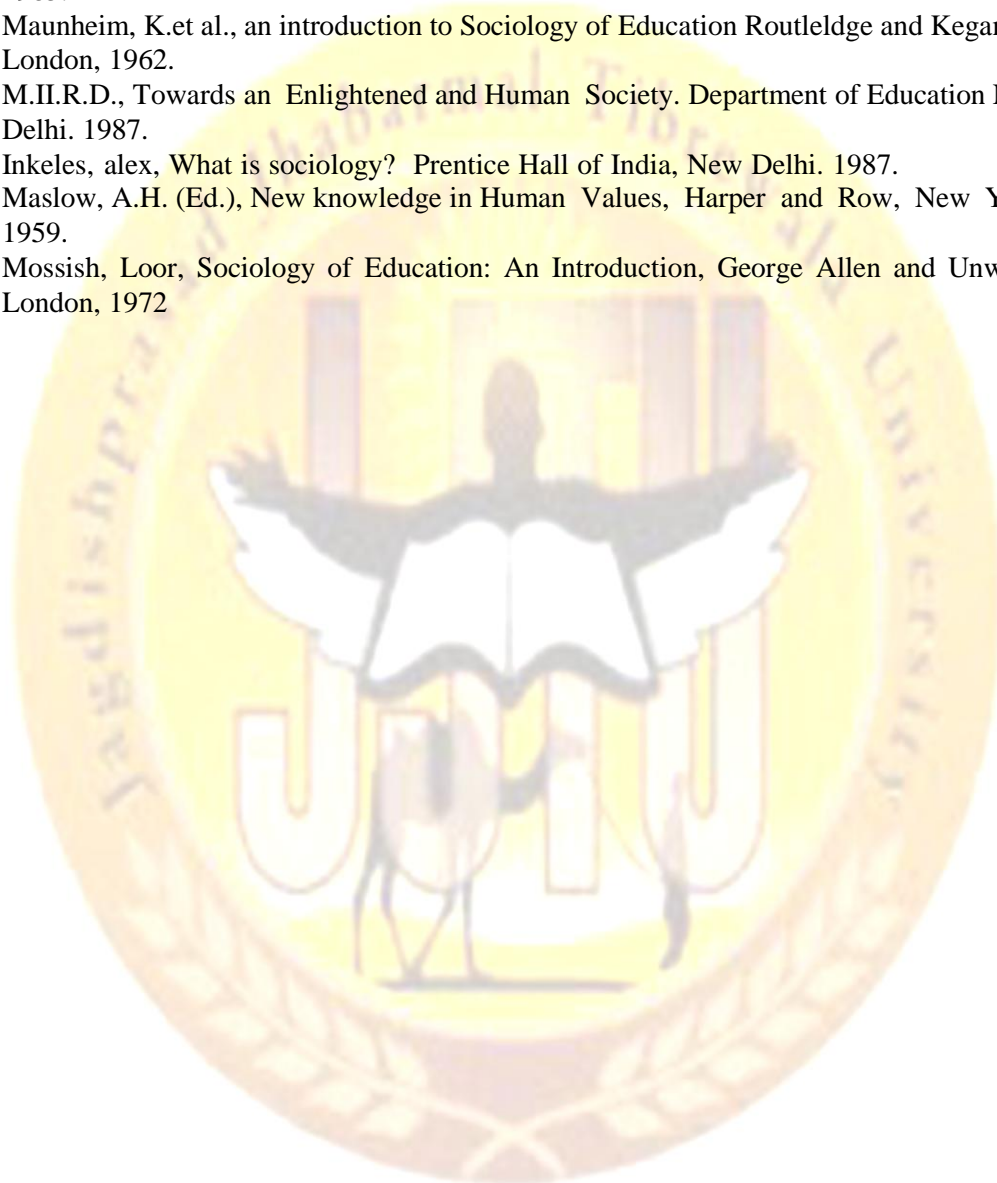
Paper-VIII: Psychological Foundations of Education
Paper Code :MAE203

Time: 3 hours   Max. Marks: 100
                                                       (Theory: 70, Internal: 30)

Note:-
Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4sort answer type notes of 4 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives
The students will be able 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 metal hygiene, adjustment process.

Course Contents

Unit-I
1. Intelligence:
   - Definition and nature of intelligence;
   - Theories:
     - Two factor theory (spearman)
     - Multifactor theory.
     - Guilford model of intellect.
     - Hierarchical
     - Measurement of intelligence (two verbal and two non-verbal tests)

Unit-II
2. Personality:
   - Meaning and determinants.
   - Type and Trait theories
   - Assessment of personality by subjective and projective methods

Unit-III
Learning:
   - Meaning
   - Theories and their educational implications.
     - Pavlov's classical conditioning
     - Skineer's operant conditioning.
     - Learning by insight
4. Hull's reinforcement theory.
   - Lewin's field theory
   - Gagne's hierarchy of learning.
   - Factors influencing learning.

Unit-IV
5. Motivation
   - Concept of motivation
   - Theories of motivation.
     - Physiological Theory.
     - Murray's Need Theory.
     - Psycho-analytical Theory.
     - Maslow's theory of hierarchy of needs.
     - Factors affecting motivation.
6. Mental health & mental hygiene
   - Adjustment and process of adjustment.
   - Defence mechanism: Projection, substitution, sublimation, withdrawal, reaction formation and fixation.

Suggested Readings
1. Abramson,Paul, R: Personality, New York: Holt Renehart and Winston, 1980
2. Allport, G.V.:Personality, New York: Holt, 1954
3. Allport G.W.: Pattern and Growth in Personality New York: John Wiley and Sons, Inc., 196.
4. Andrews, T.W.(Ed.): Methods in Psychology, New York, John Viley and Sons, Inc. 1961.
5. Baller, Warren, R. Charies, Don C. The psychology of Human Growth and Development. New York; Holt, Rinehart and Winston, Inc., 1962.
6. Baum, a., Newman, S., West R., & McManus,C., Cambridge University Press, 1997.
7. Coleman, J.C. Abnormal Psychology and Modern Life Bombay: D.B. Taraporewal Sons & Co., 1976.
8. Dicapro, N.S.: Personality theories, New York: Hasrper, 1974.
9. Douglals, O.B. Holl, and B.P. Foundations of Educational Psychology, New York: The Mac Millan co. 1948
10. Gange, R.M.: The conditions of Learning, New York : Chicago Holt, Rinehart and Winston, 1977.
11. Gtes, A.T.et., Al: Educational Psychology, New York : Mac Millan, 1963.
12. Hilgard, E.R.: Theories of Learning, New York: Appleton Century Crafts.
13. Kundu,C.L. Educational Psychology, Delhi, Sterling Publishers, 1984.
14. Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shanker Udey: Development of Personality, 1965.
17. Talbgott, J.A. Hales, R.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
18. Thorope, G.L.& Olson, S.L. Behaviour Therapy, Concepts, procedures and applications, London: Allyn Bacon, 1999

Paper-IX: Research Methods in Education
Paper Code :MAE204

Time: 3 hours

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

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

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

Course Objectives

The students will be able to-

1. Write a critical note on major approaches to research.
2. Explain the research design.
3. Describe ethnographic, development and documentary analysis.
4. Illustrate the preparation of research synopsis.
5. Describe the writing of research report and evaluation of research report.

Course Contents

Unit-I

1. Major Approaches of Research-I
   - Descriptive Research
   - Expost facto Research
2. Major Approaches to Research-II
   - Historical Research
   - Laboratory Experiments.

Unit-1I

3. Major Approaches to Research -III
   - Experimental Research
   - Field Studies
4. Qualitative Research
   - Ethnographic
   - Content, Inductive and Logical analysis

Unit-III

5. Validation of Qualitative Analysis.
   - Major Strategies for validation
6. Developing a research proposal (synopsis)
   - Writing Research Report and evaluation of research Report

Unit-IV

7. Errors in Conducting Research
   - Theoretical Errors.
   - Methodological Errors.
   - Sampling Errors.
   - Measurement Errors.
   - Statistical Errors
   - Interpretive Errors.
   - Inferential Errors.

- Reporting Errors.

8. Development of Educational Research
- Need of research in Education
- Determining priorities in the fields of Educational Research in India
- Fixing-up the priorities of Areas
- Quality control of Educational Research
- Planning of Research
- Methodology
- Evaluation
- Suggestions for Improving Educational research

Suggested Readings
1.   Miller, D.C. & Salkind, N.J. (200). Handbook of Research Design and Social Measurement, Sage Publications, London.
2.   Ruane, Janet, M (2004), Essential of Research Methods to Social Science Research, Blackwell Publishers, Ltd.
3.   Van Dalen, D.B. (1962), Understanding Educational Research McGraw Hill, New York.
4.   Aggrawal, Y.P. (1998), Statistical Methods, Streling, New Delhi.
5.   Adward, Allen L (1968), experimental Desgins in Psychological Research, Holt, Rinehart and Winnston, New York.
6.   Ferguson, Grorge A (1976), statistical Analysis in psychology and Education, McGraw Hill, New York.
7.   Garrett, H.E. (1973), Statistics in psychology and Education Vakils, Feffer and Simon, Bombay.
8.   Guilford, J.P. and Benjamim Fruchter (1973), Fundamental Statistics.

Paper-X: Methods of Data Analysis in Education
Paper Code :MAE205

Time: 3 hours   Max. Marks: 100
                                                       (Theory: 70, Internal: 30)

Note:-
Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

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

Course Objectives
The students will be able to-
1. Explain the meaning, characteristics, assumptions, computation & uses of Product moment and Rank difference correlation.
2. Differentiate between Rank difference & product moment & partial & multiple correlations.
3. Illustrate the concept, assumptions & computation of regression & prediction.
4. Explain & illustrate the concept & application of some tests of significance.
5. Differentiate between the T-Test and ANOVA.

Course Content

Unit-I
Correlation: Meaning, Characteristics, Assumptions, Computation and Uses of:
- Product Moment Correlation
- Rank Difference Correlation.
- Partial and Multiple Correlation: Meaning, assumptions, computation and uses.

Unit-II
Regression and Prediction: Concept, assumptions and computation of Linear regression equations standard error of measurement.
Tests of significance.
- Difference between means.
- Difference between percentage and proportions.
- Difference between correlations.

Unit-III
- Null Hypothesis
- Standard error, confidence limits
- Type I and Type II errors
- One tailed and two tailed tests

Unit-IV
- The F-test:
- One way ANOVA:
  - Meaning
  - Assumptions,
  - Computation and uses.

Suggested Readings:

1. Aggarwal Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
3. Ferguson, George A (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
4. Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
6. Koul Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
7. Kutz, A.K. and Mayo S.T. (1980), Statistical Qualitative and Psychology, Narola, New Delhi.
8. Neuman, W.L. (1997), Social Research Methods: Quantitative Approaches, Allyn and Bacon, Boston.
9. Siegel, S. (196), Non-Parametric Statistics, McGraw Hill, New York.
10. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.
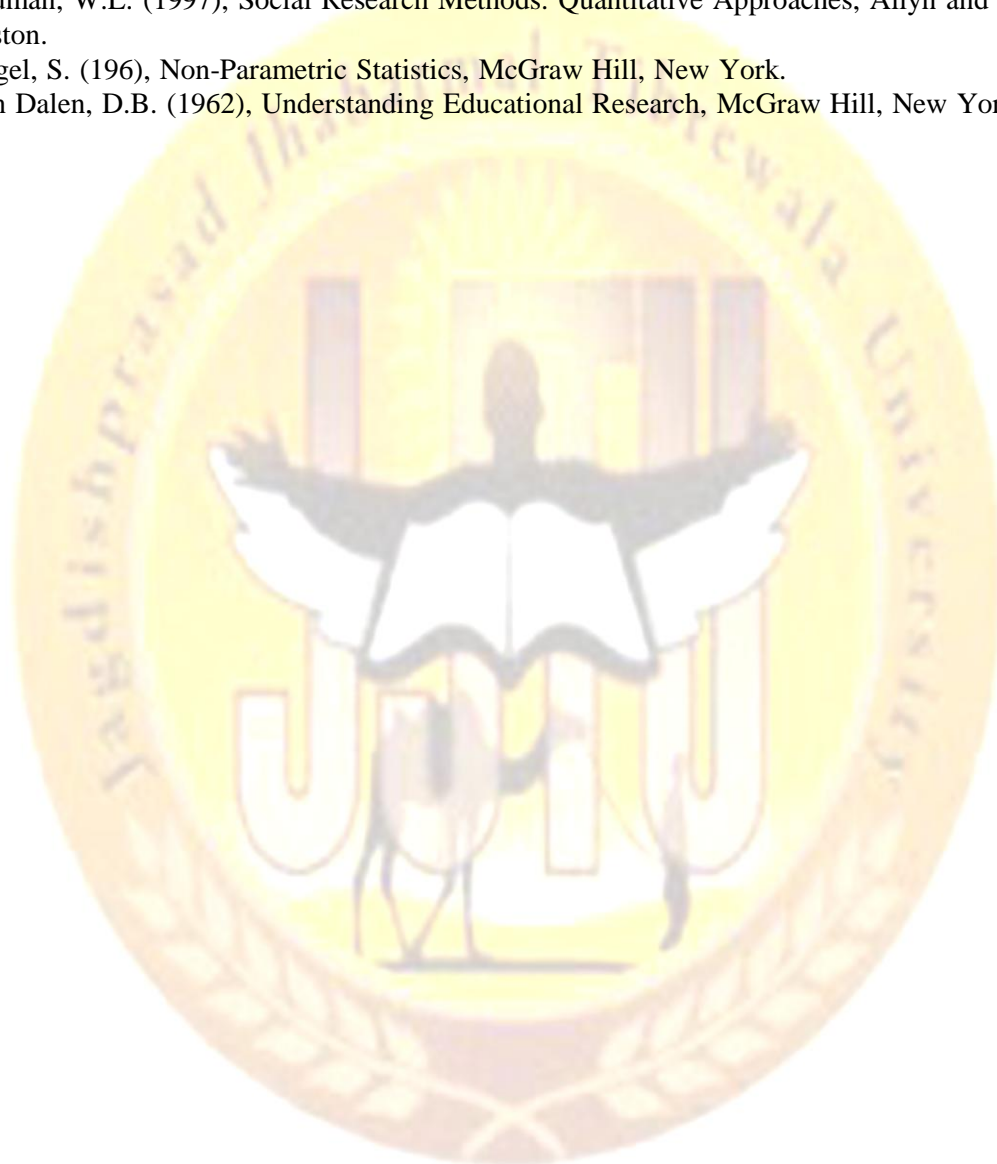
M. A. (Final) EDUCATION
3rd Semester

CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION –I
Paper Code :MAE301

Time: 3 hours

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

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES
To enable the students to:
1. To acquaint the student with educational systems in terms of factors and approaches of comparative education.
2. To orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
3. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
4. To enable the students to develop an understanding about important principles of curriculum construction.
5. To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
6. To help students to understand issues, trends and researches in the area of curriculum in India.

COURSE CONTENTS
UNIT-I
- Concept, aims and scope of Comparative Education
- History and Developmental Stages of Comparative Education
- Factors influencing of Education System and Comparative Education.

UNIT-II
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.
- Concept of Universalization, its implications for Indian Education.

UNIT-III
- Primary Education in U.S.A., U.K. and India (Aims, Content, Methods & Instruction and Evaluation System)
- Secondary Education and its Vocationalization in U.K, U.S.A., Russia and India.

UNIT-IV
- Higher Education in U.K., U.S.A. & India
- Distance Education: its needs and various concepts with reference to U.K., Australia & India.

Selected Readings:

1.   Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
2.   Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace   & Company
3.   Denis Lawten.(1986) School Curriculum Planing, London Hodder and Stoughton.
4.   Hans, Nicholas (1961). Comparative Education, London Routledge and Kegan Paul.
5.   Harold Alberty.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
6.   Harold, B.Alberty& Elsic, J. Alberty (1963). The Curriculum. New York, The MacMillan Company.
7.   Hugh Sockelt.(1976) Designing the Curriculum Design.(London), McGraw Hill
8.   Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
9.   John, D.McNeil(1977). Curriculum Boston. Little Brown and Company.
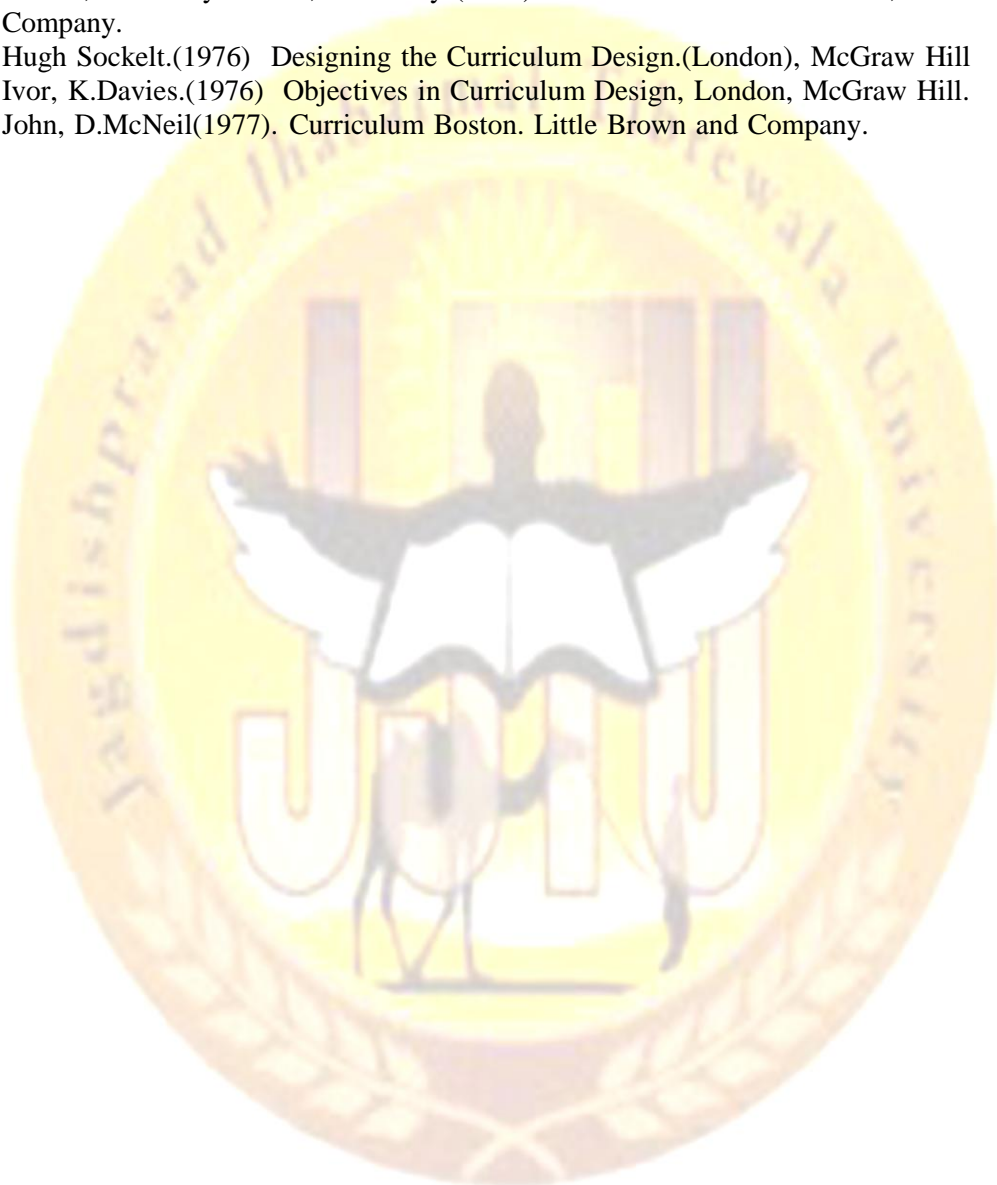
CONTEMPORARY ISSUES IN INDIAN EDUCATION I
Paper Code :MAE302

Time: 3 hours   Max. Marks: 100
                                                       (Theory: 70, Internal: 30)

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

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

COURSE OBJECTIVES
   To enable the students to:
1.   Develop a critical understanding of the challenges facing Indian Education today.
2.   Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
3.   Get a historical insight into the development of Education in India.
4.   Have a critical understanding of the development of Education as a distinct discipline.

UNIT-I: Education in India during:
- Vedic
- Budhistic
- Medieval period

UNIT-II: Development of Education in India
- Maculay's minutes and Bentick resolution and Adam's Reports
- Wood's Despatch of 1854
- Lord Curzen's education policy & National Consciousness
- National Education Movement

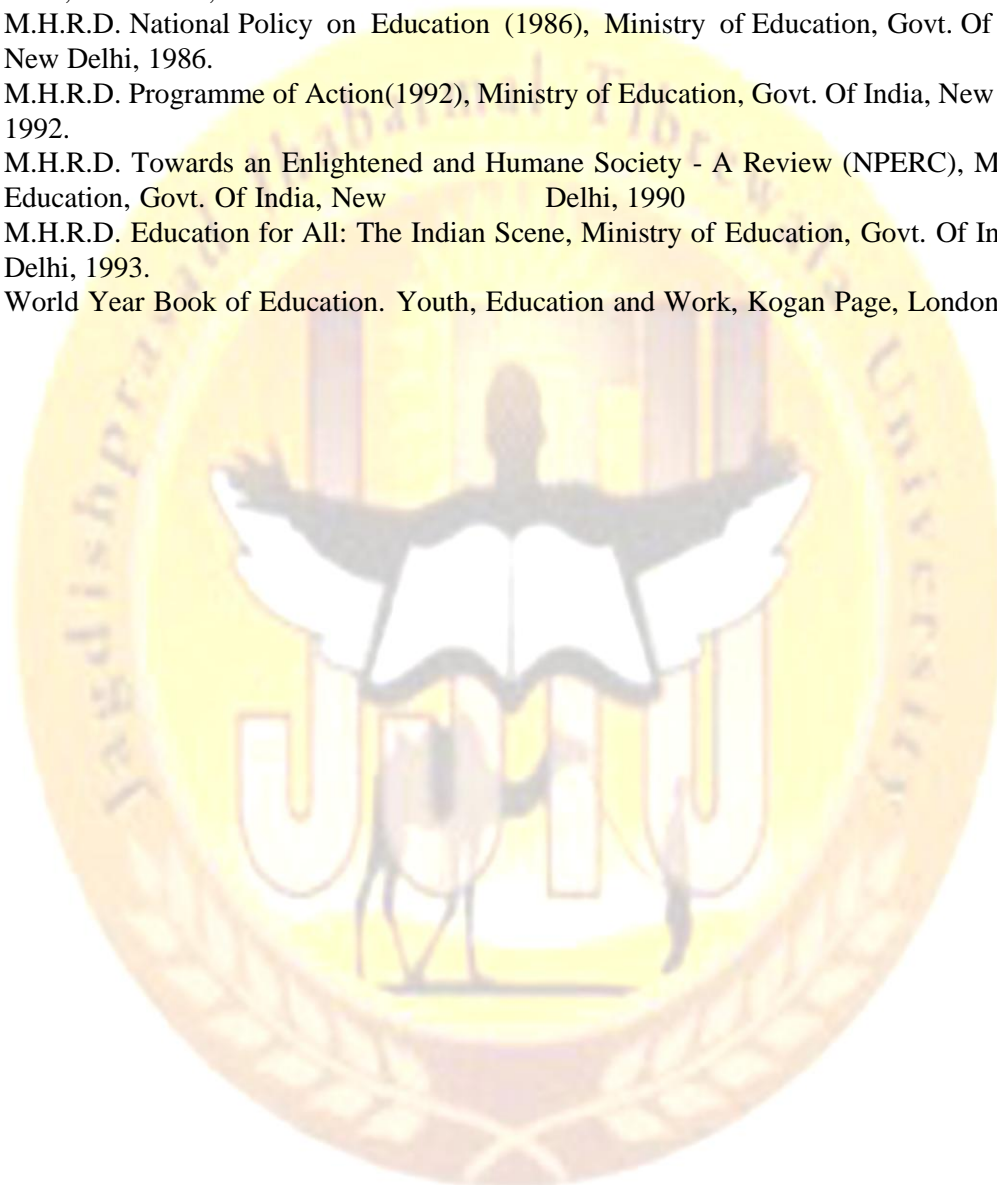### UNIT-III: History of Education in India: Pre Independence era
- Indian Education Commission, 1882
- Calcutta University Commission, 1917-1919
- Wardha Scheme of Education, 1937

UNIT-IV: Contemporary Issues in Indian Education in a Global Perspective highlighting the UNESCO's Current Concerns in respect of the following:
- Concept of Universalization of Elementary Education
- Related Issues of Universalization: Provision, Enrolment and Retention/completion rates in elementary education
- Programmes for achieving the objectives of Universalisation of Elementary Education.
- Vocationalisation of secondary education.
  - District Primary Education Projection (DPEP)
  - Sarva Shiksha Abhiyan
  - National Programme of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals
  - National Programme of Education of Girls at Elementary Stage Scheme (NPEGESS)
  - Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)

Selected Readings:

1.   Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
2.   M.H.R.D. Report of the University Education Commission (1948), Ministry of Education, Govt.of India, New Delhi, 1949.
3.   M.H.R.D. Report of the Secondary Education Commission (1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
4.   M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
5.   M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi,1985.
6.   M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
7.   M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
8.   M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New   Delhi, 1990
9.   M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
10.   World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

Educational Technology I
Paper Code :MAE303

Time: 3 hours   Max. Marks: 100
                                                       (Theory: 70, Internal: 30)

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

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

COURSE OBJECTIVES
1. To develop the understanding of concept, origin and characteristics of Educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of framing educational objectives.
4. To develop the skill of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use Educational Technology for improving teacher's behaviour.

COURSE CONTENTS

Unit –I
- Meaning and Scope of Educational Technology: Systems approach to Education and its characteristics, components of Educational Technology software and hardware
- Multimedia approach in Educational Technology

Unit-II
- Modalities of Teaching –Teaching as different from indoctrination, instruction, conditioning and training
- Stages of Teaching – Pre-active, Interactive and Post active
- Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning

Unit-III
- Programmed instruction: Origin, principles, and characteristics
- Types: Linear, Branching and Mathematics
- Development of a programme: Preparation, Writing, Try Out and Evaluation

Unit-IV
- Modification of Teaching Behaviour – Micro Teaching, Flanders Interaction Analysis, Simulation
- Communication Process: Concept of Communication, Principles, Mode and Barriers to communication, Classroom communication ((Interaction, verbal and Non-verbal).

Selected Readings

1. Davies, I.K.(1971), "The Management of Learning" London: Mc   Graw Hill.
2. Dececco, J.P.(1988), "The Psychology of Learning and Instruction"' New Delhi, Prentice Hall.
3. Kulkarni, S.S.(1986), "Introduction to Educational Technology",   New Delhi: Oxford & IBH Publishing Company.

4.   Kumar, K.L.(1996), "Educational Technology", New Delhi: New Age International Publishers.
5.   Locatis, C.N. and Atkinson F.D.(1984), "Media and Technology for Education and Training", London: Charles E. Publishing Co.
6.   Mavi, N.S.(1984), "Programmed Learning - An Empirical Approach", Kurushetra, Vishal Publishers.
7.   Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
8.   Mukhopadhyay,(1990) M.(Ed.) "Educational Technology", New   Delhi: Sterling.
9.   Pandey, K.P.(1980), "A First Course in Instructional Technology:, Delhi: Amitash Parkashan.
10.   Pandey, S.K.(1997)"Teaching Communication, Commonwealth Publishers, New Delhi,

Teacher Education I
Paper Code :MAE304

Time: 3 hours

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

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

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

COURSE OBJECTIVES
To enable the students to understand about the:
1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Teaching profession and types of teacher education programmes.
3. Development of teacher education curriculum in India.
4. Different competencies essential for a teacher for effective transaction.
5. Research in various areas of teacher education.

COURSE CONTENTS
Unit-I
- Teacher Education: Concept and historical perspectives
- Recommendations of various commissions on teacher education with special emphasis on Kothari Commission and NPE 1986 and 1992

Unit-II: Aims and Objectives of Teacher Education
- Elementary Level
- Secondary Level
- College Level

Unit-III
- Teaching as a profession
- Professional Organization for various levels of Teachers and their role
- Faculty Improvement
- Performance appraisal of teachers

Unit-IV
- Internship in Teacher Education
- Pre-service Teacher Education
- In-service Teacher Education
- Distance Education and Teacher Education
- Orientation and Refresher Courses

Selected Readings:

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
2. Delors, J.(1996)Learning: The treasure with in UNESCO Publishing.

3. Dunkin, J. Michael (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
7. MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhli.
9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

RESEARCH PROPOSAL OF DISSERTATION
Paper Code :MAE305

Max.Marks: 50

Research Proposal of Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD/Principal of the Department/College. The students will submit three typed copies of Research Proposal of Dissertation to the Department/College by End of the session.

Research Proposal of Dissertation will be evaluated jointly by external and internal examiners.

M.A. (Final) Education
4th Semester

CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION   II
Paper Code :MAE401

Time: 3 hours

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

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

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

COURSE OBJECTIVES
To enable the students to:
1. To acquaint the student with educational systems in terms of factors and approaches of comparative education.
2. To orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
3. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
4. To enable the students to develop an understanding about important principles of curriculum construction.
5. To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
6. To help students to understand issues, trends and researches in the area of curriculum in India.

COURSE CONTENTS
UNIT-I
- Educational Administration in U.K., U.S.A. and India
- Teacher Education Programmes in U.K., U.S.A., Russia & India.

UNIT-II
- Concept of Curriculum, difference between syllabus and curriculum concept of Emerging, Hidden and Irrelevant Curriculum
- Considerations for Curriculum Planning: Philosophical, Psychological, Sociological & Discipline Oriented.

UNIT-III
- Different Models of Curriculum Development: Administrative Model, Grassroot Model, Demonstration Model and system Analysis Model.
- Concept of Curriculum Development, Different categories & Types of Curriculum.

UNIT-IV

- Concept, Need and importance of Curriculum Evaluation.
- Concept of Formative & Summative Evaluation, Interpretation of evaluation results According to marks, rating and Grades.

Selected Readings:

1. Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace   & Company
- 3. Denis Lawten.(1986) School Curriculum Planning, London Hodder
- and Stoughton.
4. Hans, Nicholas (1961). Comparative Education. London Routledge and Kegan Paul.
5. Harold Alberty.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
6. Harold, B.Alberty& Elsic, J. Alberty (1963). The Curriculum. New York, The MacMillan Company.
7. Hugh Sockelt.(1976) Designing the Curriculum Design.(London), McGraw Hill
8. Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
9. John, D.McNeil(1977). Curriculum Boston. Little Brown and Company.
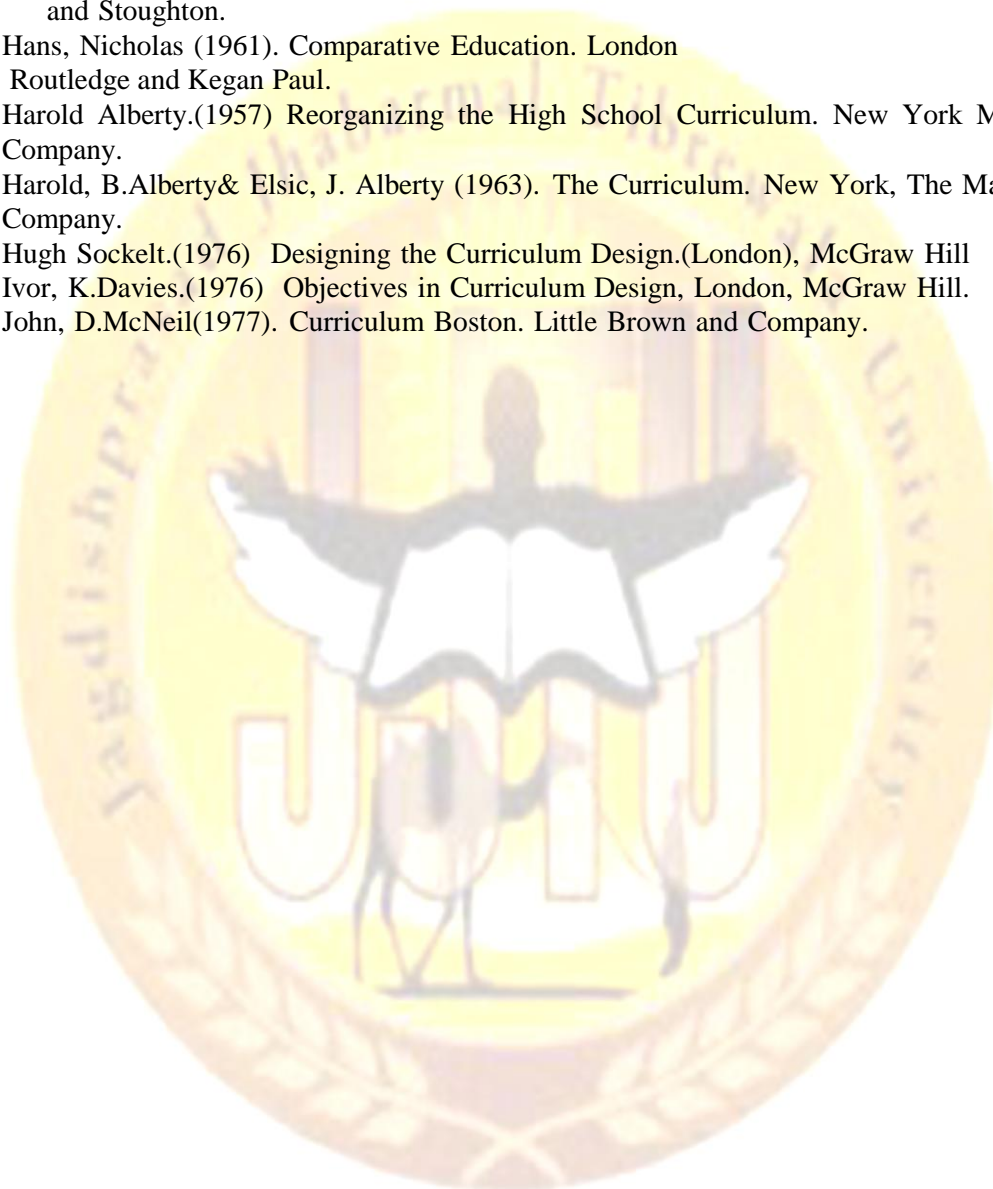
Paper Code :MAE402

Time: 3 hours

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

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

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

COURSE OBJECTIVES
1. To enable the students to:
2. Develop a critical understanding of the challenges facing Indian Education today.
3. Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
4. Get a historical insight into the development of Education in India.
5. Have a critical understanding of the development of Education as a distinct discipline.

COURSE CONTENTS

UNIT-I: History of Education in India: Post Independence era:
- University Education Commission (1948-49)
- Secondary Education Commission, (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education, 1986
- Ramamurti Committee
- Revised National Policy, 1992

UNIT-II: Diverse Issues in Education:
- Education and Employment
- Computer Education in Schools
- Education of the SCs, STs, OBCs and Girls in Various age groups.
- Issues relating to quality in education and excellence
- Educational Programmes for disabled children.

UNIT-III: Contemporary Issues in Indian Education in Global Perspective:
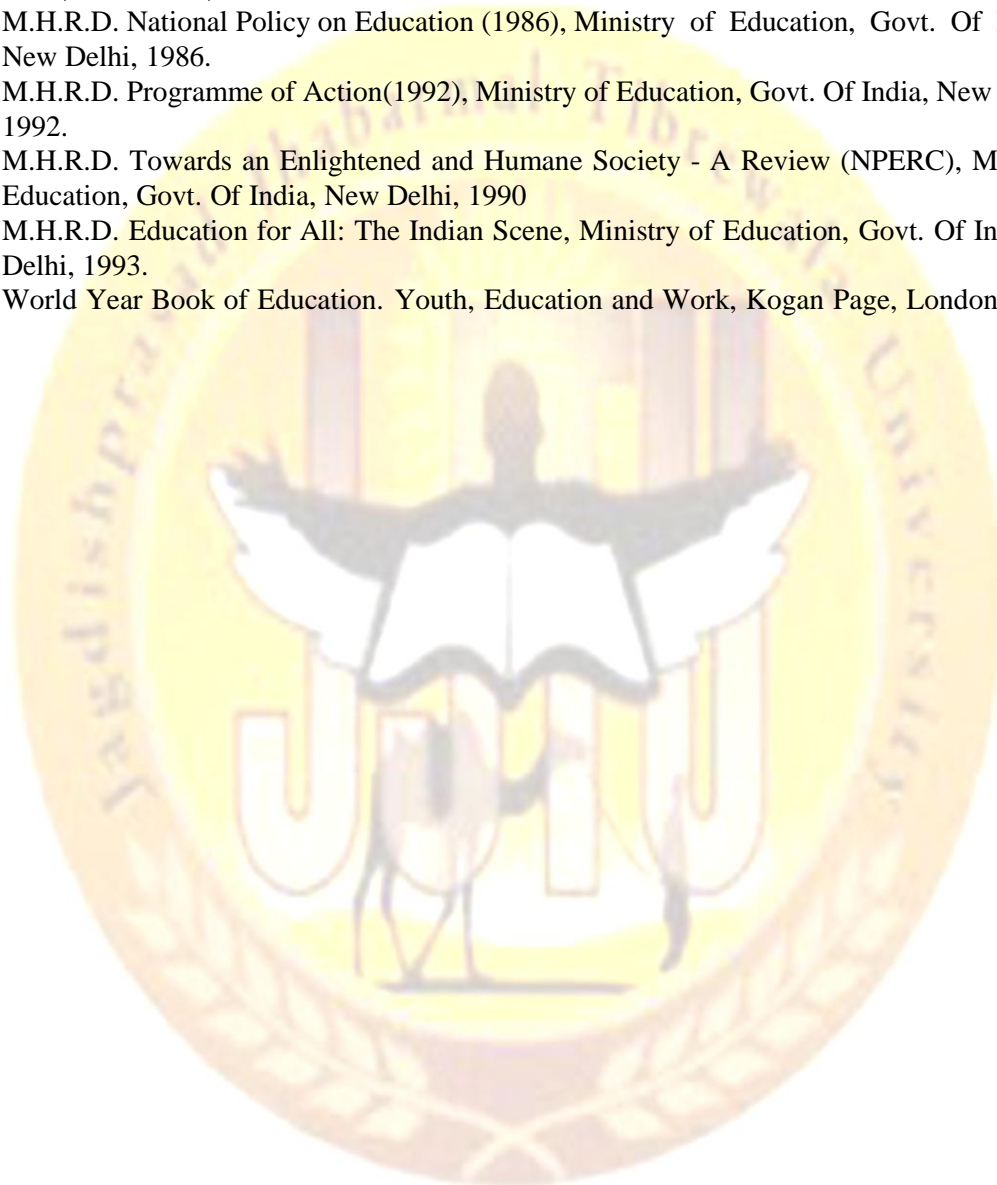- Issues pertaining to Distance Education and open learning system
- Issues relating to medium of instruction three language formula
- Issues in respect of emotional integration and International Understanding in the context of Globalization.

UNIT-IV:
- Education and Democracy
- Constitutional Provisions for Education
- Learning Without burden –Yashpal Committee 1993
- National Curriculum Framework for School Education 2000 & National Curriculum Framework 2005
- Educational Reforms in India in 21st Century.

Selected Readings:

1. Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
2. M.H.R.D. Report of the University Education Commission(1948) , Ministry of Education, Govt. Of India, New Delhi,1949.
3. M.H.R.D. Report of the Secondary Education Commission(1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
4. M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
5. M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi,1985.
6. M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
7. M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
8. M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
9. M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
10. World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

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Educational Technology II
Paper Code :MAE403

Time: 3 hours

Max. Marks: 100

(Theory: 70, Internal: 30)

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

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

COURSE OBJECTIVES
1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of framing educational objectives.
4. To develop the skill of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behavior.

COURSE CONTENTS

Unit-I
- Models of Teaching: Concept, Different Families of Teaching Models, Teaching Models as Inquiry Training Model, Mastery Learning Model, Basic Teaching Model and Concept Attainment Model, Characteristics of Models of Teaching.

Unit-II
- Designing Instructional System: Formulation of instructional objectives. Designing of instructional strategies: Lecture, team Teaching, Discussion, Seminars. Tutorials and Brain Storming Sessions

Unit-III
- Concept of Distance Education; Distance and Open Learning Systems, Learning Materials for Distance Education, Methodology of Distance Education, Evaluation Strategies in Distance Education. Counseling in Distance Education Application of Educational Technology in Distance Education.

Unit-IV
- Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests, Formative and Summative Evaluation.

<u>**Selected Readings**</u>

1. Davies, I.K.(1971), "The Management of Learning" London: McGraw Hill.
2. Dececco, J.P.(1988), "The Psychology of Learning and Instruction"' New Delhi, Prentice Hall.
3. Kulkarni, S.S.(1986), "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company.

4. Kumar, K.L.(1996), "Educational Technology", New Delhi: New Age International Publishers.
5. Locatis, C.N. and Atkinson F.D.(1984), "Media and Technology for Education and Training", London: Charles E. Publishing Co.
6. Mavi, N.S.(1984), "Programmed Learning - An Empirical Approach",Kurushetra, Vishal Publishers.
7. Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
8. Mukhopadhyay,(1990) M.(Ed.) "Educational Technology", New Delhi: Sterling.
9. Pandey, K.P.(1980), "A First Course in Instructional Technology:, Delhi:Amitash Parkashan.
10. Pandey, S.K.(1997)"Teaching Communication, Commonwealth Publishers, New Delhi,

Teacher Education II
Paper Code :MAE404

Time: 3 hours

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

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

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

COURSE OBJECTIVES
1. To enable the students to understand about the:
2. Concept, aims and scope of teacher education in India with its historical perspectives.
3. Teaching profession and types of teacher education programmes.
4. Development of teacher education curriculum in India.
5. Different competencies essential for a teacher for effective transaction.
6. Research in various areas of teacher education.

COURSE CONTENTS

Unit –I
- Preparing teachers for special schools
- Implementation of curricula of teacher education at various levels
- Various agencies of teacher education
- Teacher education and other institutions.

Unit-II Instructional Strategies in Teacher Education

- Lecture strategy
- Discussion
- Brain storming
- Supervised study
- Individualized study
- Simulation
- Action Research

Unit-III Areas of research in Teacher Education with special emphasis on

- Teacher effectiveness
- Criteria of admission
- Modification of teacher behavior
- School effectiveness

Unit-IV
- Future of teaching as a profession
- Current problems of teacher education and practicing schools

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Selected Readings:

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
2. Delors, J.(1996)Learning: The treasure with in UNESCO Publishing.
3. Dunkin, J. Micheal(1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
7. MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.
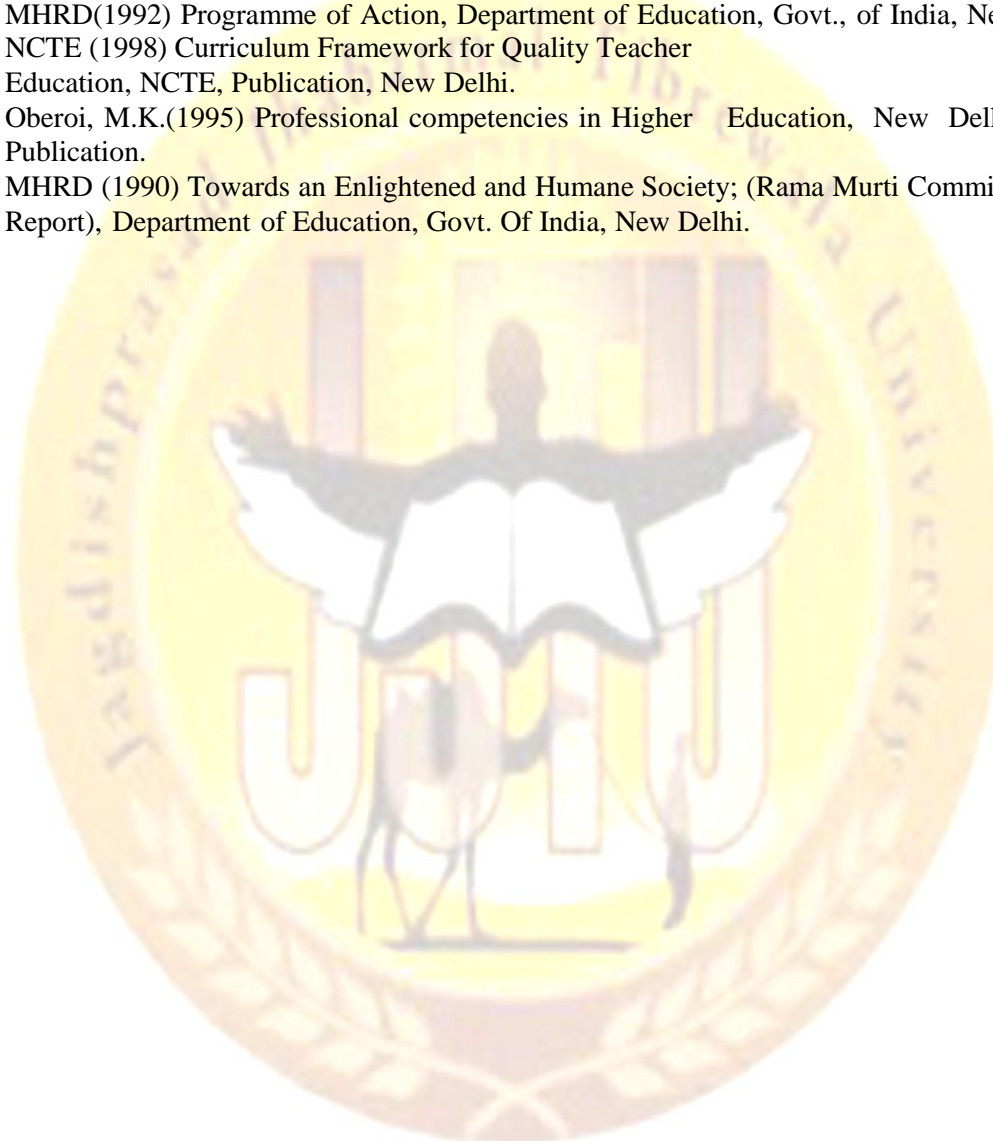
DISSERTATION AND VIVA VOCE
Paper Code: MAE405

Max.Marks:150

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD/Principal of the Department/College. The students will submit three typed 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.

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