

**M.J.P. Rohilkhand University,
Bareilly**

**Master of Education
Two Year Course**

A. Ordinance

The examination for the degree of Master of Education shall consist of two parts. -

1. The previous examinations, and
2. The final examinations

A candidate having passed B.A. (10+2+3) with Education in B.A. Final is eligible for admission in M.A. Part I.

A candidate after completing regular course of the study for one academic year in an affiliated college or department of the university and passing the M.A. previous examinations of the university shall be admitted to the final examination for the degree of Master of Education.

A Candidate who has passed the M.A. previous examinations for the degree of Master of Education of another University may also be admitted to the M.A. Final examination for the degree of Master of Education provided that he offered for his M.A. previous examination a course of an equivalent standard with almost identical syllabus as is required for the previous examination of this university and has attended a regular course of the study for one academic year in an affiliated college of the university. But the final decision will be of university. College will not responsible to give admission for such candidate.

There shall be two examinations, one at the end of each year. The first being M.A. Previous and the second M.A. Final examination. The M.A. previous will consist of five compulsory papers of 100 marks each i.e.

Paper no.	Name	Max. marks
101	Philosophical Foundations of Education	100
102	Sociological Foundations of Education	100
103	Psychological Foundations of Education	100
104	Research Methodology & Statistics in Education	100
105	Special Education	100
TOTAL		500

While M.A. final examination will consist of three compulsory papers. Paper IV will be optional (chosen one from group of five papers given below). Paper V will be Dissertation

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Ex-students candidates for M.A. final examination as has already undergone course of dissertation (if they opt) required under the rules , shall not be required to undergo again. They shall submit their old thesis.

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| First Division - | 60% and above |
| Second Division - | 48% and more but less than 60% |
| Third Division - | 36% and above but less than 48% |

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Master of Education

Note - Candidates for the M.A. Examination have the option of answering question through the medium of Hindi or English.

Each Paper - 100 Marks

Dissertation- 100 Marks

Total 100 marks of Dissertation will be divided as follows-

Internal Assessment -	35 marks
External Assessment -	35 marks
Viva- voce -	30 marks

Marks of dissertation will be send consolidated out of 100.

M.A. Education

Two year course.

SYLLABUS

M.A.1st year

Paper No.	Name	Max. marks
101	Philosophical Foundations of Education	100
102	Sociological Foundations of Education	100
103	Psychological Foundations of Educations.	100
104	Research Methodology and Statistics in Education	100
105	Special Education.	100

Total

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PAPER 101

Philosophical Foundations of Education

Course Objectives:

The students will be able to -

1. define the concept of Education and philosophy and explain the relationship between them.
2. Describe the contribution of various Indian and Western Schools of Philosophy to the fields of Education.
3. Write a critical note on the contribution of Indian Philosophers to contemporary Indian Education..
4. Illustrate meaning, function of democracy and responsibility and their relevance in Education.
5. Justify the impact of value Education in our life.

Course contents-

Unit I -

Education & Philosophy

1. Concept, Need, Elements and definition of Education.
2. Concept, Need, Elements and definition of Philosophy.
3. Relationship between Education & Philosophy.
4. Need and importance of philosophy in Education.

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5. Interdependence of Education on Philosophy.

Unit II

1. Indian Schools of Philosophy :

Samakhya, Vedanta, Buddhism, Islamic Philosophy with special references to their educational implications.

2. Western Philosophies :

- (a) Naturalism
- (b) Idealism
- (c) Pragmatism
- (d) Realism
- (e) Existentialism
- (f) Marxism
- (g) Logical Positivism

with special reference to their educational implications for aims, content and methods of Education.

Unit III-

1. Social Philosophy of Education:

- (a) Freedom
- (b) Discipline
- (c) Equality
- (d) Democracy

2. Education and its role in developing National values.

Unit IV-

Contribution of following Indian Philosophers to Educational Thought:

- (a) Vivekanand
- (b) Tagore
- (c) Gandhi
- (d) Aurobindo and.

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(e) J. Krishnamurthy.

SELECTED READINGS :

- Broudy , H.S.(1977) Building a Philosophy of Education, New York: Kringer.
- Chandra. S.S., Sharma, R.K. (2004) Principles of Education. New Delhi; Atlantic Publishers and Distributors.
- Dewey, John (1966) Democracy and Education, New York; McMillan.
- Brubacher , John. S (1969) Modern Philosophies of Education, New Delhi; Tata McGraw Hill.
- Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
- Pandey K.P. (1983) Perspective in Social Foundations of Education, Gaziabad: Amitash Prakashan.
- Pandey R.S. (1982) An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir.
- Sodi , T.S. And Suri Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.
- Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundation of Education, Meerut : Surya Publication.
- Taneja, V.R. (2002) Foundations of Education, Chandigarh: Mohindta Capital Publishers .
- Sharma,R.N. : Philosophy and Sociology of Education, Surjeet Publication , New Delhi.

Paper 102

Sociological Foundations of Education

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Course Objectives:

Students will be able to :

1. define meaning and concepts of Educational sociology.
2. explain the concept of social organization and factors effecting it.
3. Illustrate the meaning and concept of social change with special reference India.
4. Understand the relationship of Education with democracy, freedom, National integration and international understanding.
5. Illustrate education as a process of social system, socialization and social progress.

Course contents :

Unit I-

Social principles in Education.

1. Meaning and nature of educational sociology and sociology of education.
2. Dynamic Characteristics of social organisation and its educational implications.
3. Factors influencing social organization.

Unit II-

Education and Society -

1. As a process in social system.
2. As a process of socialization.
3. As a process of social progress.
4. Education and religion

Unit III-

Social Interactions and their educational implications:

1. Social stratifications - concept and its implications.
2. Social group inter-group relationship-group dynamic

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Unit IV

Culture : Meaning and Nature :

1. Role of education in cultural context.
2. Cultural determinants of Education.
3. Education and Cultural changes.

Unit V

Educational opportunity, Equality and Equity-

1. Education as related to social equity and equality of opportunities.
2. Socially and Economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribe women and rural population.
3. Social change : its meaning and concept with special reference to India.
4. Concept of urbanization, Modernization, post-modernisation, Westernization, with special reference to Indian society and its educational implications.

SELECTED READINGS:

- Gore M.S. (1984) **Education and Modernization in India** . Rawat Publishers, Jaipur.
- Kamat A.R. (1985) **Education and Social Change in India**, Bombay Samaiya Publishing Co.
- Maubnhein K. (1962) **An Introduction to Sociology of Education**, Routledge and Kegan Paul, London.
- M.H.R.D. (1990) **Towards an Enlightened and Human Society**, Department of Education, New Delhi.
- Pandey K.P. (1983) **Perspective in Social Foundations of Education**, Amita Prakashan, Ghaziabad.
- Saxena S. (2001) **Philosophical and Sociological Foundations of Education**, Meerut: Surya Publication.
- Singh B.N. (2005) **Education : Social Change and Economic Development**, Jaipur: RBSA Publishers .

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- Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publications.

- Sharma, R N : Philosophy and Sociology of Education , Surjeet Publication, New Delhi.

Paper 103

Psychological Foundations of education.

Course objective :

Students will be able to -

1. Understand concepts and principles of educational psychology as an applied science
2. Outlines the scope of educational psychology.
3. Describe the process of growth and development
4. Understand the nature and concept of creativity, intelligence, personality and learning.
5. Illustrate the concept of motivation

Course contents-

Unit I

1. Meaning of Education and Psychology:

- (a) Relationship of education and psychology and scope
- (b) Different schools of psychology

structuralism , functionalism, behaviourism, psychoanalytic, Bandura; social learning , constructivism

2. Methods of Educational Psychology :-

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(a) Experimental

(b).Clinical

(c) Differential.

Unit II

1. Growth and Development during childhood and adolescence with reference to piaget ,Freud (psycho-sexual), Erickson (psycho-social). Kohlberg (moral development).
2. Individual differences : concept and areas Role of Heredity and environment in developing individual differences.

Unit III

Intelligence:

1. Definition and nature of intelligence.
2. Theories of intelligence-
 - (a) **Two factor** theory (spearman)
 - (b) **Multifactor** theory.
 - (c) Group factor thory.
 - (e) Hierarchical.
3. Emotional intelligence by Goleman and Stenberg.

Unit IV-

Learning and motivation:

1. Meaning and characterstics.
2. Theories and their Educational implications.
 - (i) **Pavlov's** classical conditioning
 - (ii) **Skinner's** operant conditioning
 - (iii) Learning by insight.
 - (iv) Lewin's field theory
 - (v) Factors influencing learning.

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3. Transfer of learning : meaning and theories.
4. Concept of motivation and theories of motivation

Unit V-

Creativity and Personality:

1. Concept, characteristics and development of creativity, importance of creativity in education.
2. Meaning and determinants of Personality. Types and Theories, Assessment of personality by subjective and projective methods

SELECTED READINGS :

- Baller Awerren. R. Charles, Don, C. (1962) : The Psychology of Human Growth and Development, New York, Holt, Rinehart and Winston.
- Baurn, A. , Newmar, S.M. West R. & McManus C. (1997) : Cambridge Handbook Of Psychology, Health & Medicine, Cambridge, Cambridge University Press.
- Coleman J.C. (1976) : Abnormal Psychology and Modern Life , Bombay, D.B. Taraporewala sons & Co.
- Dicaprio .N.S. (1974) : Personality Theories, New York , Harper
- Gagne R.M. (1977) : The Conductions of Learning, New York, Chicago, Holt, Rinehart and Winston.
- Gates A. TETAL. (1963) : Educational Psychology, New York, McMillan.
- Hilgard , E.R. : Theories of Learning, New York , Appleton Century Crafts.
- Kundu, C.L. (1984) : Educational Psychology, Delhi Sterling Publishers.
- Kundu, C.L. & Tutoo, D.N.(1988) : Educational Psychology, New Delhi, Sterling Publishers Private Ltd.
- Saraswat , Malti & Singh, Madhurima : Shiksha Manovigyan Ki Rooprekha . Alok Prakashan, Lucknow.

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Research Methodology and Statistics in Education.

Course objectives :

The students will be able to -

1. Define meaning, nature, scope and purposes of Educational Research.
2. Describe the emerging trends in Educational Research.
3. Illustrate meaning, criteria and sources of identifying the research problem.
4. Explain the types, tools and techniques and collection of data.
5. Explain the research design.
6. Illustrate the preparation of research synopsis.
7. Compute different types of statistical measures.
8. Explain the concept & application of measures of central tendency dispersion and relative positions.

Course contents :

Unit I-

- I Nature and scope of educational research:
 - a Meaning, nature, need and purpose of educational research.
 - b. Fundamental, applied and action research.
 - c. Quantitative and qualitative research.

Unit II-

Main approaches to Research :

1. Descriptive Research.
2. Historical Research.
3. Experimental Research.
4. Ex post facto Research

Unit III-

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Formation of research problem and collection of data :

1. Criteria and sources for identifying the problem.
2. Review of related literature : importance and various sources including internet.
3. Developing hypothesis in various types of research.
4. Types of data : Quantitative and Qualitative.
5. Tools, techniques and characteristics of a good research tool -
 - a. Questionnaire
 - b. Interview
 - c. Observation.

Unit IV

Sampling and analysis of data:

1. Concept of population and sample, characteristics of a good sample.
2. Various methods of sampling : Probability and Non probability.
3. Descriptive and inferential statistics, null hypothesis, types of errors, one tailed and two tailed tests : the t-test, F test, Non parametric test (chi-square)

Unit V-

1. Normal Probability Curve and its applications.

2. S.D., M.D., Q.D.
3. Writing Research Report (Synopsis)
4. Use of computers in Research.
- 5 - Preparation of synopsis.

SELECTED READINGS :

- Aggarwal, Y.P. (1998) : The Science of Educational Research : A Source Book, Normal, Kurukshetra.
- Best, John W. and Kahn James V. (1995) : Research in Education, Prentice hall, New Delhi.
- Burns, R.B. (1991) : Introduction to Research in Education, Prentice hall, New Delhi.
- Kerlinger, F.N. (1973) : Foundation of Behavioural Research, Holt, Rinehart and Winston.

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New York.

- Koul, Lokesh (1988). Methodology of Educational Research, Vikas, New Delhi.
- Mouly, A.J. (1963) : The Science of Educational Research, Eurasia, New Delhi.
- Young, P.V. (1960) : Scientific Social Surveys and Research, Prentice Hall, New Delhi.
- Miller D.C. & Salkind, N.J. (2002) : Handbook of Research Design and Social Measurement, Sage Publications, London.
- Ruane, Janet M (2004) : Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.
- Aggarwal, Y.P. (1998) : Statistical Methods, Sterling, New Delhi
- Kurtz, A.K. and Mayo S.T. (1980). : Statistical Methods in Education and Psychology, Narola, New Delhi.
- Garrett, H.E. (1973) : Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay
- Kothari, C.R. (2009) : Research Methodology (methods and techniques) , New Age International Publishers, New Delhi.
- Ray, Parsnath, (2005) : Anusandhan Parichaya, Navrang Printers, Agra.

Paper 105

Special Education

Course objectives :

Students will be able to -

1. explain the concept of special education.
2. describe the concept of physical and mental disabilities.
3. Understand the various suggestions given by different recent commissions

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education of children with special needs for realising the concept of "Universalisation of Education".

4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

Course contents:

Unit I

Conceptual foundation of special education:

1. concept and nature of special education.
2. Needs of exceptional children.
3. Problems of Exceptional children
4. Various issues and trends in special education such as -inclusive education, integration, labeling, main streaming.
5. Government Initiatives regarding special and inclusive education.

Unit II-

Education of Mentally retarded children:

1. concept, classification, Etiology.
2. Educational programmes for educable mentally retarded.

Unit III-

Education of visually impaired children:

1. concept, characteristics.
2. Degree of impairment
3. Etiology and intervention.
4. Educational Programmes.

Unit IV

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Education of Hearing impaired children.

1. Meaning and characteristics.
2. Types and identification.
3. Etiology, Educational intervention programmes.

Unit V-

Education for gifted and creative children.

1. Meaning and characteristics.
2. Assessment and testing.
3. Educational intervention programmes.

Unit VI-

Education of Learning Disabled children :

1. Meaning and characteristics.
2. Types and identifications.
3. Educational intervention programmes.

SELECTED READINGS :

- Bender, W.N. (1995) : Learning Disability, London : Allyn & Bacon.
- Das, M. (2007) : Education of Exceptional Children, New Delhi, Atlantic Publisher and Distributors Pvt. Ltd.
- Jorden, T.E. (1977) : The Exceptional Child, Ohio, Merrill.
- Shanker, U. (1978) : Exceptional Children, Jalandhar: Sterling Publications.
- Singh, N.N. & Beale, I.L. (1992) : Learning Disabilities- Nature, Theory and Treatment, New York : Springer Verlag.
- Smith C.R. (1991) : Learning Disabilities - The interaction of Learner, Task and Setting.

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Massachusetts, London: Allyn & Bacon .

- Strange, Ruth. (2004): Exceptional Children and Youth, N.J. : Prentice Hall.

- Aggarwal, Asha : Vishisht Balak , Alok Prakashan, Lucknow.

M.A. II Year

Paper no.	Name	Max. marks
Compulsory Papers		
201	Comparative Education	100
202	Vocational Guidance and Counselling	100
203	Educational Technology	100
204	Optional Paper (any one from given below)	100
A. Teacher Education		
B. Adult and Continuing Education		
C. Economics of Education		
D. Management and Administration of Education		
E. Educational Measurement and Evaluation		
F. Gender Issues in Education		
205	Dissertation / Essay	100
Total -		500

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Paper 201

Comparative Education

Course objectives -

Students will be able to -

1. understand comparative education as an emerging discipline
2. understand the educational system in terms of factors and approaches of comparative education.
3. Orient with skill to assess the efficiency of educational systems of various countries in terms of prevailing trends in those countries .
4. understand the concept of secondary education and its vocationalization.
5. create a perspective about the implications of education for solving the prevailing problems of education in India.

Course contents --

Unit I --

1. Comparative education- meaning, aims, need and scope of comparative education. Factors influencing Education system.

Unit II --

1. Historical Development of Comparative Education
2. Approaches of comparative education-- Historical, Philosophical, sociological and problem approach.

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Unit III--

1. Salient features of Education system of USA, UK, India.
2. Pre- Primary education in USA, UK, India.
3. Primary education in USA, UK, India .
4. Secondary education in USA, UK, India.
5. Higher education in USA, UK, India.

Unit IV --

1. Modern trends in World Education-- National and Global .
2. Role of UNO in improving educational opportunities among the member countries, various official organs of the UNO and their educational activities.

Unit V --

1. Problems prevailing in developing countries with special reference to India. Their causes and solution through education.

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| a. Poverty | b. unemployment |
| c. Population explosion | d. Terrorism |
| e. casteism and communalism | f. illiteracy |

SELECTED READINGS :

- Baradey, G.Z.F. (1964) : Comparative methods in Education. New Delhi , Oxford and IBH Publishing Co.
- Cramer, I.F. & Brown, G.S. (1965) : Contemporary Education : A comparative study of National System. New York: Harcourt Brace & Company.
- Dent, H.C. (1981) : Educational System of England. London: Honder and Stoughton
- Hans, N. (1961) : Comparative Education. London: Routledge and Kegan Paul

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- Sodhi, T.S. (1988) : A Textbook of Comparative Education. New Delhi : Association of Indian Universities, IGNOU.
- Kandel, I.L. (1963) : Studies in Comparative Education. New York: George Harrup.
- Parmaji, S. (1984) : Distance Education. New Delhi : Sterling Publishers Pvt. Ltd.
- William M.A. (1966) : Planning Curriculum for Schools. New York: Holt, Rinehart and Winston.
- Gautam, S.L. : Tulnatmak Shiksha, Alok Prakashan, Lucknow.

Paper 202

Vocational Guidance and Counselling in Education

Course objectives --

The students will be able to --

1. develop an understanding the counselling needs of college students so that they may be in positions to be counsellors in higher education.
2. explain the importance of making right choice in life, education and vocation etc
3. to give students enough information and skill so that may successfully shoulder the responsibility of a Guidance worker helping students plan their Educational and

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vocational future.

4. describe the importance of working with a group , for a group and in a group.
5. Assess the needs of the individual correctly.

Course contents --

Unit I --

1. Concept, meaning, principles, need and importance and functions of guidance.
2. Types of Guidance -Educational guidance, vocational guidance and personal guidance.
3. Development of Guidance for understanding the individual.

Unit II --

1. Counselling -- meaning, need, procedure and types --
 - a. Directive counselling -- concept, advantages and limitations.
 - b. Non- directive counselling -- concept, advantages and limitations.
 - c. Elective counselling -- concept, advantages and limitations.

Unit III --

1. Occupational information -- meaning and need.
2. Methods of imparting occupational information.
3. Sources of occupational information in India .

Unit IV --

1. Job analysis -- meaning, types and purpose of job analysis.
2. Job satisfaction -- meaning and factors affecting job satisfaction.

Unit V --

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1. Placement service - meaning, functions and principles .
2. Follow up service - meaning, purposes and characteristics.

SELECTED READINGS :

- Bernard, H.W. & Daniel F.W. (1977) : Principles of Guidance, Second Edition, New York-Thomas Y. Crowell Company.
- Jones J.A. (1970) : Principles of Guidance, Bombay, Tata McGraw Hill.
- Miller F.W. (1961) : Guidance Principles and Services, Columbia: Ohio Merrill.
- Pandey, K.P. (2000) : Educational and Vocational Guidance in India, Varanasi Vishwa vidhyalaya Prakashan Chawk.
- Tolbert, E.L. (1967) : Introduction of Counselling, New York: McGraw Hill.
- Strang, Ruth. (1949) : Counselling Techniques in Colleges and Secondary Schools, New York , Harper.
- Taxler, A.E. (1964) : Techniques of Guidance, New York, McGraw Hill.
- Robinson, F.P. (1950) : Principles and Procedures in student counselling, New York: Harper & Brother.
- Super, D.E. (1949) : Apprising Vocational Fitness, New York; Harper & Brother.

Paper- 203

Educational Technology

Course objectives --

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Students will be able to --

1. understand about the meaning, nature, scope and significance of Educational Technology and its important components in terms of Hardware and Software.
2. Acquaint the students with skill of framing educational objectives .
3. use educational technology for improving teacher's behaviour.
4. develop different types of evaluation tools.
5. learn about different types of programmed instruction.

Course contents --

Unit I --

1. Concept meaning , nature, scope and significance of Educational Technology.
2. Components of E.T. - software , hardware ,systems approach.
3. Educational technology and instructional technology .

Unit II --

1. Information and communication technology(ICT) and concept of Smart classrooms.
2. Multimedia approach in Educational Technology -- meaning, uses, limitations.
3. Designing and Formulation of instructional objectives.
4. Teaching Models.
5. Task analysis .
6. Designing of Instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

Unit III --

1. Programmed Instruction --
 - a. origin, principles and characteristics.
 - b. Types - Linear, Branching and Mathetics.

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- c. Development of programmed instruction material .
- d. Teaching machines.
- e. Computer Assisted instructions.

Unit IV --

1. Modification of teaching behaviour : Micro teaching , Flander's interaction Analysis and simulation.
2. Communication process : concept of communication and principles.
3. Modes and barriers to communication.
4. Classroom communication (interaction, verbal and nonverbal).

Unit V --

1. Emerging trends in Educational Technology - videotape, radio, television, teleconferencing, CCTV, CAI, INSAT. Problems of new technologies.
2. Educational Technology in formal, nonformal and informal education. Distance education, open learning systems and ET.
3. Evaluation and ET.

SELECTED READINGS:

- Dececco, J.P. (1988) : The Psychology of Learning and Instruction, New Delhi, Prentice Hall.
- Kulkarni, S.S. (1986) : Introduction to Educational Technology, New Delhi, Oxford and IBH Publishing Company.
- Kumar, K.L. (1996) : Educational Technology, New Delhi: New Age International publishers.
- Mavi , N.S.(1984) : Programmed Learning- An Empirical Approach. Kurukshetra, Vishal Publishers.

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- Joyce, B. & Weil, M. (1992) : models of Teaching. New Delhi. Prentice Hall.
- Mukhopadhyaya, M. (1990) : Educational Technology, New Delhi. Sterling.
- (10) Pandey, K.P. (1980) : A first course in Instructional Technology. Delhi: Amitash Prakashan.
- Pandey S.K. (1997) : Teaching Communication. New Delhi, Commonwealth Publishers.
- Pandey K.P. (1997) : Dynamics of Teaching Behaviour. Ghaziabad. Amitash Prakashan.
- Sharma, R.A. : Educational Technology. Surya Publication . Meerut.
- Bhai Yogendrajeet (2014-15) : Shiksha mein Navachar Evam Naveen Pravrattiyan. Agrawal Publication. Agra.
- RanaBalwant (2015): Shiksha mein Naveen Pravrattiyan . Vinod Pustak Mandir . Agra.

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Teacher Education

Course objectives --

Students will be able to understand about the --

1. Meaning and concept of teacher education in India .
2. Aims and objectives of teacher education in India with its historical perspective.
3. Teaching profession and types of teacher education programme.
4. Development of teacher education curriculum in India.

Course contents --

Unit I --

1. Meaning , concept and scope of teacher education.
2. Aims and objectives of teacher education at different levels--
 - a. Elementary level
 - b. Secondary level
 - c. College level

Unit II --

Recommendations of various commissions on teacher education with special reference to --

- | | |
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| a. Kothari Commission | b. NPE 1986 |
| c. Programme of Action 1992 | d. NCTE |
| e. NCERT | f. SCERT |
| g. NCF 2005,2009,2012 | h. RUSA,RMSA, PPP model of education |

Unit III --

Issues in Teacher Education -

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1. Quality assurance in Teacher Education .
2. Research trends in Teacher Education.
3. Distance and ICT in Teacher Education
4. Pre- service teacher education-- meaning, types , objectives and evaluation at different levels.
5. In-service teacher education -- meaning, objectives and strategies.

Unit IV --

1. Professional preparation of teacher educators and educational administrators.
2. Techniques of teacher training , core teaching micro teaching analysis.
3. Integrated teacher education programme.
4. Internship of teacher education.

Unit V-

1. Research activities in the field of teacher education and their implication with respect to :-
 - a. Teaching effectiveness.
 - b. Criteria of admission.
 - c. Modification of Teacher behaviour.
 - d. School effectiveness

SELECTED READINGS :

- C.A.B.E. (1992) : Report of the C.A.B.E Committee on Policy Perspective Govt. of India. MHRD, New Delhi.
- Dunkin, J. Michal (1987) : The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- Mangla, Sheela (2000), : Teacher Education: Trends and Strategies. New Delhi, Radha

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- Ministry of Education (1964-66): Education and National Development Report of Indian Education Commission, Govt. of India.
- MHRD (1986): National Policy on Education and Programme of Action. Govt. of India, New Delhi.
- MHRD (1992): Programme of Action, Department of Education. Govt. of India, New Delhi.
- Singh, L.C.(ed.) (1990): Teacher Education in India, Source Book, NCERT, New Delhi.
- Smith, E.R. (ed.) (1962): Teacher Education; A Reappraisal, New York, Harper and Row Publishers.
- Soder, R. (1991): The Ethics of the Rhetoric of Teacher Professionalism, Teaching and Teacher Education, 7(3).

Paper 204 (B)

Adult and continuing Education.

Course objectives:

Students will be able to -

1. Understand the basic concept, need and nature of distance education.
2. Understand the development taking place in this field in India.
3. Expose students to different kinds of Information and Communication Technology (ICT) and their use in teaching learning process.
4. Understand the working of different agencies in Continuing Adult Education Programme.

Course contents :

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Unit I-

1. Concept, need, objectives and importance, scope of adult education.
2. Adult learning - characteristics of adult learners, Motivating adults for learning.
3. Growth of Distance Education.
4. The role of Mass media (Radio, T V., films and Newspapers) in A.E.

Unit II-

1. National Policy of Education and Adult Education, National Literacy Mission.
2. Methods of Teaching Literacy - Traditional method, Zero Method, Alphabetic, Integrated Literacy method.
3. Methods of Adult Education - Lecture, Discussion and Demonstration.

Unit III-

1. Student support services in Distance Education and their management.
2. Technical and vocational programmes through Distance Education.
3. Programmes for women through Distance Education.

Unit IV-

1. Problems of Adult Education
2. Research priorities in Adult Education.
3. Evaluation procedure in Adult Education, Types of Evaluation, formative and summative evaluation.

SELECTED READINGS :

- Bordia, Anil, J.R. Kidd & J.A. Draper (eds.) (1973) : Adult Education in India- A Book Of Readings, Bombay: Nachiketa Publications Ltd.

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- Bratia, S.C. & Srivastava (1978) : Literacy. Literacy Materials and Their preparation: A General Perspective, New Delhi : Directorate of Adult Education.
- Bhola H.S., (1984) : Campaigning for Literacy- Eight National Experiences of the Twentieth Century with a Memorandum to decision makers, UNESCO, Paris.
- Cropley, A.J. (1977) : Life Long Education : A Psychological Analysis . New York, Pergamon Press.
- Dutta S.C.: (1987) : Adult Education in the Third World, New Delhi, and Criterion Publications.
- Dutta S.C. (1973) : Social Education And Social Balures in Adult Education in India. Bombay, Nachiketa Publications.
- Kundu, C.L. (1987) : Adult Education Research . Future Directions
- Mathur . R.S. & Prem Chand (1981) : Adult Education Programme : Analysis of Strength and Deficiency. **New Delhi**. Indian Adult Education Association.
- Ministry of Human Resource Development (1986) : National Policy of Education, Govt. Of India , New Delhi.

Paper 204 (C)

Economics of Education.

Course objectives -

Students will be able to -

1. understand the basic concept of economics of education.
2. develop awareness of the productivity of education in economic development.
3. Know the concept and relationship between input and output of education.

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4. Know the sources of finances for education.
5. understand the concept of educational planning and financing in India.

Course contents :

Unit I-

1. Meaning, aims, scope and significance of Economics of Education.
2. Recent trends in economics of education.
3. Education as a consumption : concept, significance and strategies.
4. Education as investment : concept, significance and strategies.

Unit II-

1. cost benefit analysis of education -
 - a. Cost of Education.
 - b. Components of Educational costs.
 - c. Private returns and social returns .
 - d. Measurement of benefits in Education.

Unit III-

1. Resources for Education : Role of the centre, states and Institutions for financing education. Grant-in-aid scheme. Privatization of Education.
- 2 Human capital formation and Manpower planning.

Unit IV

Education and unemployment

- 1 Causes of educated unemployment
2. Estimating unemployment.

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3. Problems of unemployment and education.
4. Effects of educated unemployment on economy.
5. Various remedies and schemes for employment.

SELECTED READINGS :

- Alex, V. Alexander (1983) : Human Capital Approach to Economic Development
Metropolitan Book Co. , New Delhi, July
- Blaug, M. (1972) : Economics of Education, The English Language Book Society and
Penguin Books , England.
- Nagpal S.C. & Mital A.C.(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.N. (1969) : Measurment of Cost Productivity and Efficiency Of Education .
NCERT.
- Rao, VKRV (1965) : Education and Human Resourse Development, Allied Publishers , New
Delhi.
- Singh, Baljit (1983) : Economics of Indian Education, Meenakshi Prakashan, New Delhi.
- Sodhi, T.S. (1990) : Economics of Education, New Delhi - Vikas.
- Variaey, J. (1962) : Costs of Education, London, Feber.
- UNESCO (1968) . Readings in the Economics of Education, Paris, UNESCO Publications.


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Paper 204 (D)

Management and Administration of Education.

Course objectives :

Students will be able to-

1. understand the concept and process of educational administration.
2. understand the function of educational administration.,
3. Understand the recent techniques in administration of education.
4. help the students to understand educational management as a process at various levels.
5. Assist the students to learn about planning and organising.

Course contents :

Unit I-

1. Meaning, need and importance of Educational planning.
2. Problems of Educational planning.
3. Approaches to Educational planning.
4. Types of Educational planning-
 - a. Institutional Planning.
 - b. Perspective Planning.

Unit III-

1. Development of modern concepts of educational administration from 1900 to present day-
 - a. Taylorism

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- b. Administration as a process.
- c. Human relations approach to Administration.

Unit IV

1. Meeting the psychological needs of employees.
2. Specific trends in Educational Administration.
 - a. Decision making.
 - b. Organizational compliance.
 - c. Organizational Development.
 - d. PERT
 - e. Management by objectives (MBO)

Unit V-

1. Meaning, need and importance of leadership.
 - a. Theories of leadership.
 - b. Styles of leadership
 - c. Measurement of leadership.
2. Educational supervision -
 - a. Meaning and nature of educational supervision.
 - b. Traditional and Modern supervision.
 - c. Need and function of supervision.

SELECTED READINGS :

- Unruh, A. & Turner, E. (1970) : Supervision for change and Innovation . NewYork.

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- Bhatnagar, R.P. & AGGARWAL, V. (2004) : Educational Administration, Supervision, Planning and Financing. Meerut: R. Lal. Book Depot.
- Harding, H. (1987) : Management Appreciation. London, Pitman Publishing.
- Ravishankar, S., Mishra, R.K., & Sharma, M.L., (1988) : Human Resource Development. Bombay: Dhruv & Deep
- Shukla, P.D. (1983) : Administration of Education in India. New Delhi : Vikas Publication.
- Sinha, P.S.N. (ed) (2002) : Management and Administration in Govt. . New Delhi. Commonwealth Publishers.
- Spears, H. (1955) : Improving the Supervision of Instruction. N.Y. : Prentice Hall.
- Wiles, K. (1955) : Supervision of Better Schools. N.Y. : Prentice Hall.
- Gupta & Gautam : Shaikshik Prashashan, Prabandhan Evam Swasdhya Shiksha, Alok Prakashan. Lucknow.
- Kudesia, U.C. (2012) : Shiksha Prashashan, Agrawal Publications.

Paper 204 (E)

Educational Measurement and Evaluation

Course Objectives :

Students will be able to -

1. Acquaint the student with the basic concepts and practices adopted in Educational Measurement and Evaluation.

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2. Orient 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 statistical techniques and test of significance in measurement and evaluation.

Course Contents :

Unit I -

Educational Measurement and Evaluation -

1. Concept, scope, and need.
2. Levels of measurement.
3. Evaluation - functions and basic principles of Evaluation.
4. Inter-relationship between Measurement and Evaluation.

Unit II-

Concept and measurement of the following -

- | | |
|-------------------------|------------------------------|
| a. Achievement tests | b. Aptitude tests |
| c. Intelligence tests | d. Attitude and Value Scales |
| e. Interest inventories | |

Unit III -

Tools of Measurement and Evaluation -

1. Essay type tests, objective type tests
2. Questionnaire and Schedule
3. Performance tests
4. Reliability and validity of tests

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5. Norms

Unit IV -

New trends in Measurement and Evaluation -

1. **Grading system** : Relative merits and demerits of marking and grading .
2. **Semester system**.
3. Continuous and comprehensive evaluation.
4. Question Banks

Unit V -

Test Standardization -

1. Norm referenced and criterion referenced tests.
2. Standard scores: t- score and c- score .
3. Construction and standardization of an achievement test .
4. Interpretation of test scores and methods of feedback to students.

SELECTED READINGS :

- **Adams , G.K. (1965) : Measurement and Evaluation in Psychology, Education and Guidance. Holt, Rinehart & Winston, New York.**
- **Aggarwal , Y.P. (1998) : Statistical Methods : concepts, applications and computation. Sterling New Delhi.**
- **Aggarwal, R.N. and Asthana. Vipin (1983) : Educational Measurement and Evaluation. Vinod , Agra.**
- **Aiken , L.R. (1985) : Psychological Testing and Assessment. Allyn and Bacon, Boston.**
- **Anastasi, A. (1982) : Psychological testing , Mac Millan, New York.**
- **Ebel, R.L. and Frisbe, D.A. (1990) : Essentials of Educational Measurement. Prentice Hall, New Delhi.**

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- Freman, F.S. (1965) . Theory and Practice of Psychology Testing, Holt, Rinehart & Winston.
- Sharma, Jyoti (2008) : Shaikshik Maapan Evam Mulyankan, Agrawal Publications, Agra.
- Bhargava, Mahesh.: Adhunik Manovaigyanik Parikshan Evam Maapan., Archana Printers Agra.

Course 204 (F) Gender Issues in Education

Course objectives

Students will be able to

1. Develop basic understanding of Gender and its related key concepts.
2. understand the problems of girl child in Indian society.
3. Learn about gender issues in school curriculum, text and pedagogical processes
4. Understand the relationship of gender, power and sexuality in education.

Unit I : Gender Issues : Key Concepts

- (i) Understanding Gender and Sex ,sexuality ,Feminism (liberal,Radical,socialist),patriarchy,masculinity,femininity
- (ii) Gender bias, Gender stereotype, Gender roles
- (iii) Gender and other forms of inequality in relation to caste, religion, class, ethnicity and disability(in Indian context)

Unit II : Gender issues in curriculum

- (i) Gender Realities and challenge of Schooling among girls (in relation to literacy rate, drop out ,enrolment ratio)
- (ii) Gender bias in curriculum ,textbooks and analysis of hidden curriculum
- (iii) Critical examination of school and classroom processes-challenging gender bias and stereotypes
- (iv) Understanding relationships within the school: child-child, teacher-child ,and teacher peer groups relationships from the perspective of gender, teacher as an agent of change.

Unit III : Gender ,power and education

- (i) Gender identities and socialization practices in family,other formal and informal organization
- (ii) Power control in patriarchal,patrilineal,matriarchal and matrilineal societies: assessing effect on education of boys and girls.

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- (iii) Changing provisions with legal provisions: right to inheritance etc.

Unit IV : Women in Indian Society

- (i) Situational analysis of Women in Indian Society(focus on sex ratio pattern ,education ,health, work participation ,violence against women).
- (ii) Policy initiatives for gender equality and empowerment in independent India
- (iii) Historical backdrop of women movement in India(landmarks of social reform movement)

SELECTED READINGS:

-Bhasin,Kamla(2004) *Exploring Masculinity*,N.Delhi,women Unlimited

-Bhattacharjee,N.(1999). "through the Looking Glass: Gender Socialisation in a primary school", in T.S.Saraswathi (ed.) *culture,socialization and human development:theory ,research and application in India*,New Delhi-Sage,pp 336-355.

-Geetha,V. (2002). *Gender*. Kolkata; Stree.

-Mazumdar,Vina (1980) *Gender Issues and educational Development: an overview from asia*.Occasional paper N.Delhi: **Centre for women's Development Studies**.

-Ranchandra,Vimla (2004) *Gender and social equity in Education: Hierarchies of Access*.New Delhi: Sage.

-Rao,Anupama(ed.) (2003) *Gender and Caste*, New Delhi: Kali for women.

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Syllabus

M.A. (Education) II Year

Paper 205

Essay on Contemporary Issues in Education

Maximum marks : 100

Note :- Attempt any two questions

Write down the essay on two areas Each carry 50 marks.

Areas

1. Teacher Education.
2. Adult and continuing Education.
3. Management and Administration of Education.
4. Educational Measurement and Evaluation.
5. Gender issues in Education.

Selected Reading:

Already given with Paper 204

Instructions for selection of Topic of essay :

1. Selection of Topic can be done from the detailed syllabus of areas mentioned above. Detailed syllabus is already given in Paper No. 204.
2. Topic should cover contemporary issues in that specific areas.

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