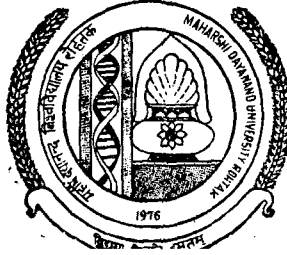


Maharshi Dayanand University Rohtak



Ordinances, Syllabus and Courses of Reading for M.A. (Prev.) Education Examination

Session—~~1999-2000~~

207-~~mm~~

Available from :

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Maharshi Dayanand University
Rohtak-124 001 (Haryana)

Price :

At the Counter : Rs. 50/-
By Regd. Parcel : Rs. 75/-
By Ordinary Post : Rs. 60/-

ORDINANCE : MASTER OF ARTS EXAMINATION.

1. The Master of Arts Examination shall be held in two Parts, Part-I examination shall be held at the end of the first year and Part-II examination at the end of the second year.
2. The examination in Part-I and Part-II shall be held once a year ordinarily in the month of April/May, on such dates as may be fixed by the Vice-Chancellor.

A supplementary examination in Part-II of M.A. will be held in December or on such dates as may be fixed by the Vice-Chancellor for those candidates who have passed all the Papers of Part-I exam, but have got 're-appear' or have failed or want to improve their score in Paper(s) of Part-II examination. However, total number of chances will not exceed as given in the Ordinance.

3. The last date for the receipt of admission form and fee without late fee as fixed by the Vice-Chancellor, shall be notified to the Heads of the University Teaching Departments, P.G. Regional Centre Rewari and the colleges concerned.
4. A candidate's admission form and fee may be accepted after the last date on Payment of late fee of Rs.105/- upto the date notified by the University.

Note: No late fee shall be charged if the admission form and fee are received within three working days of grace after the last date for the receipt of the same without late fee:-

5. A person who has passed one of the following Examinations, shall be eligible to join the first year (Part-I) class of Master of Arts course: (except Master of Physical Education).
 - (i) B.A./B.Sc./B.Com. (Hons.) Examination in the subject of Postgraduate Course.
 - (ii) B.A./B.Sc./B.Com. (Hons.) in a subject other than the subject of Post-graduate Course with atleast 50% marks in the aggregate.
 - (iii) 1st Bachelor's degree with atleast 50% marks in aggregate or 45% marks in the subject of P.G. Course in which the candidate wishes to seek admission.
 - (iv) Shastri Examination (New scheme) of this University in the manner prescribed in (i) and (ii) above.
 - (v) Master's degree examination in another subject.
 - (vi) The B.A. degree obtained through English only etc. shall be considered for admission to M.A. in various subjects at par with B.A. degree.

- (vii) An examination of any other University recognised by this University as equivalent to (i) or (ii) or (iii) or (iv) or (v) or (vi) above.

Provided that:

- a) A candidate who has passed B.Com. Examination with atleast 45% marks in the subject(s)/paper(s) related to Economics including Statistics shall also be eligible to take up M.A. Economics course.
- b) A candidate who has passed B.Sc. (Agri.) with Agricultures Economics as one of the paper/subjects shall also be eligible to join M.A. Economics course.
- c) A candidates who has passed B.A. examination with atleast 45% marks in Public Administration or Sociology shall be eligible to thake up M.A. Political Science.
- d) A candidate getting atleast 55% marks in Hindi (Compulsory) subject may also be considered eligible for admission to M.A. Hindi.
- e) A candidate who has passed B.A. (Hons.) in Sanskrit with atleast 45% marks or B.A. Examination with atleast 45% in Sanskrit (Elective) may also be considered eligible to tade up M.A. (Hindi), if the cdandidates who have passed B.A. (Hons.) Hindi or B.A. with Hindi (Elective) obtaining 45% marks are not available
- f) A candidate who has passed Bachelors Degree Examination in Music (B.Mus. from any Indian University shall be eligible for admission to M.A. course without any condition of minimum percentage of but no one who dida not take up Music as one of his subject for the B.A. Examination shall be eligible to take up M.A. Music provided he is working as a teacher of Music in a college admitted to the Privileges of this University or in a recognised Higher Secondary School within the jurisdiction of the University or in addition to passing B.A./B.Sc. he has passed one of the following examination:

Sangeet Visharad: Form Bhatkhande Sangeet Vidyapeeth Lucknow or from Gandharva Mahavidyalaya, Bombay.

Sangeet Prabhakar: From Prayag Sangeet Smiti, Allahabad or from Rafasthan Sangeet Sansthan, Jaipur.

Sangeet Visharad: From Prachin Kala Kender Chandigarh.

- g) A candidate who has passed B.A. Examination with Sociology or an allied subject such as Psychology, Political Science, Economics, History and Geography as one of the subjects with 45% marks in aggregate and 45% marks in Sociology or allied subject mentioned above shall be eligible to take up M.A. Sociology.
- h) A candidate who has passed B.A. Examination with History or in any other subject listed in the Faculty of Social Sciences (i.e. Political Science, Sociology, Public Administration, Geography, Psychology etc.) obtaining at least 45% marks in the subject shall be eligible to take up M.A. History.
- i) A candidate who has not passed B.A./B.Sc. (Pass or Hons.) with Mathematics as one of the subjects shall not be eligible to join M.A. Mathematics Course.
- j) A candidate who has studied the subject of Sanskrit at B.A. level, whether elective or compulsory, for a full span of three years shall be eligible to seek admission to M.A. Sanskrit Course. The minimum percentage of marks for those who have studied Sanskrit compulsory should be 55% in the subject.
- k) For admission to M.A. (Rural Development) a candidate must have passed .Sc. (Agriculture) with Agricultural Economics as one of the papers/subjects obtaining 50% marks in aggregate or B.A. with 45% marks in any subject of Social Sciences.

FOR M.A. PHYSICAL EDUCATION

Eligibility condition for admission to M.A. Physical Education:-

Note: A person who has passed one of the following examinations shall be eligible to join the 1st year (Part-I) of the Master of Arts (Physical Education) course:-

- A i) A Bachelors's Degree examination in Humanities of the M.D. University, Rohtak or an examination recognised as equivalent thereto with at least 45% marks in the aggregate with English as one of the subjects at the under-graduate level or B.Com./B.Sc./B.Sc. (Home Science) B.Sc. (Agri.) with 45% marks.
- ii) B.P. Ed./D.P. Ed. one year course after graduation with at least 50% marks.
- iii) B.A./B.Sc. with Health and Physical Education as one of the subjects in three years degree course with at least 50% marks.
- iv) Bachelor of Physical Education (B.P.F.) three year degree course with at least 50% marks.

- v) B.S.H. and P.E. five years course with atleast 50% marks.

AND

- B The candidate has taken part in the Inter-University or Inter state or National Tournament in the games and sports recognised by the Inter-University Sports Board Provided that the candidate qualified in the standard efficiency test at the time of Examination to the first year course.

IMPORTANT NOTE

A person who has passed Post-graduate examination shall not ordinarily be allowed to seek admission to P.G. Course in another subject as a regular student.

6. A candidate who is placed under compartment in the qualifying exam shall not be allowed to join M.A. Course.
7. A candidate who has failed in one or more paper(s) or fails to appear in M.A. Examination shall be allowed two additional subsequent chances only to pass the M.A. examination. This is however, subjects to the provision in Clause-8 below.
8. A candidate who fails to pass the M.A. Examination within a period of four years of his admission to the course shall be deemed to be unfit for Post-graduate Studies in the subject concerned.
9. A person who has passed toh following Examinations shall be eligible to join the M.A. Part-II:-

- a) M.A. Part-I Examination from M.D. University, in the subject concerned. This is however, subject to Clause-7. However, the candidates who have passed atleast two theory papers out of four or five theory papers or atleast three theory papers out of six or seven theory papers of Part-I exam. of the University will be promoted to Part-II class, provisionally

OR

- b) M.A. Part-I Examination of the subject offered from the Kurukshetra University or Panjab University or Punjabi University, or Guru Nanak Dev University or Himachal Pradesh University, provided that the Head of the University Departments/Principal of the college concerned is satisfied that the contents of papers already passed by him are almost the same as in the M.A. Part-I Examination this University; in this case the marks obtained in M.A. Part-I of the course at any of these Universities shall be counted towards division of

successful candidates by increasing or reducing the marks obtained in accordance with maximum marks prescribed for M.A. Part-I Examination of this University.

10. The M.A. Examination in Part-I/Part-II shall be open to a student who:-

- a) has passed the requisite qualifying Exam. or is covered under Clause-5 and 8 and
- b) has his name submitted to the Controller of Examinations by the Head of the University Dept./Principal of the college he has most recently attended and produces the following certificates, signed by him:-
 - i) of possessing good character
 - ii) of having remained on the rolls of Department/College during the year preceding the Examination and of having attended not less than 65% of the full course of lectures and tutorials separately and 75% of practicals (the courses to be counted upto the last day when the classes break up for the preparatory holidays).

11. Every candidate shall be examined according to the scheme of examination and syllabus as approved by the Academic Council from time to time.

12. The amount of Examination fee to be paid by a candidate for each year shall be as follows :

Regular	Ex-Student
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Rs. 100/- (Plus Rs. 20/- per practical Rs. 110/- Subject)

13. A candidate who re-appears in one more paper(s) Practical(s) for the purpose of passing/improvement of score of marks/result shall pay fee as for the whole Examination.

- i) The medium of instructions shall be:-
 - a) Hindi in case of Hindi and English in case of English
 - b) English or Hindi or Sanskrit in case of Sanskrit and
 - c) English/Hindi in case of other subjects.
- ii) The question papers will be set :-
 - a) in Hindi in case of Hindi, Sanskrit and Music and
 - b) in English and Hindi in case of other subjects.

- iii) The candidate shall write their answer as under :-
- a) in Hindi in case of Hindi;
 - b) in English or Hindi or Sanskrit in case of Sanskrit.
 - c) in English in case of English and Mathematics and
 - d) in English/Hindi in case of other subjects.

15.1. The minimum number of marks required to pass the Examination shall be as under :

- A) In all subjects except Physical Education
- i) 33% in each paper (written and practical separately);
 - ii) 40% in each practical in the case of Music;
 - iii) 40% in Dissertation/Viva-Voce, where prescribed;
 - iv) 40% in aggregate
- B) In Physical Education
- i) 35% in each theory paper;
 - ii) 40% in practical; and
 - iii) 40% in aggregate

15.2. A candidate who has completed the prescribed course of instructions in College/University Teaching Department for previous/final examination but has not appeared in it or having appeared fails may be allowed on the recommendation of the Principal of the College/Head of University Teaching Department concerned to appear in the subsequent year in the examination paper(s) as the case may be without attending a fresh course of Instruction. While reappearing in the examinations the candidate shall be exempted from reappearing in paper(s) and/or practical(s) in which he has obtained atleast 40% marks.

16.1. A candidate who has passed M.A. Part-I Examination obtaining at least 55% marks in aggregate may offer dissertation wherever prescribed in the Scheme of Examination for the course. The subject of the dissertation shall be approved by the Head of the Department concerned. A candidate shall submit to the Head of the Department an

application for the approval of the topic for the dissertation along with a synopsis within one month of his admission to M.A. Part-II.

16.2 Every candidate who offers dissertation shall be required to submit three copies of his dissertation along with a brief abstract of the same giving an account of the investigation/research conducted and its main findings (which will not exceed 500 words). The dissertation shall be examined by one external Examiner only.

16.3. The last date for receipt of the dissertation in the office of the Controller of Examinations shall be one month before the commencement of the Theory Examination, provided that in exceptional cases, Vice-Chancellor shall have the power, to extend, on the recommendation of the Head of the Department, the last date for receipt of the dissertation upto three months. If a candidate fails to submit his dissertation even during the extended period he will be considered to have absented in the dissertation paper and his result shall be declared accordingly.

16.4. A candidate who has submitted a dissertation as a part of the Examination may withdraw the same before it has been examined but once it is examined and candidate obtains the minimum pass marks he shall not be permitted to withdraw it or submit another dissertation in lieu thereof. The marks obtained by him for the dissertation shall be taken in to account when he appears in any future examination for the purpose of passing therein or for improving the score of marks/result.

17. As soon as possible, after the termination of the examination the Registrar/Controller of Examinations shall publish the result of candidates and issue Detailed Marks Card.

18. The result of candidates who have passed the M.A. examination shall be classified into division as under, the division obtained by the candidate will be stated in his degree :-

- | | |
|---|-----------------|
| a) Those who obtain 60 percent or more marks | First Division |
| b) Those who obtain 50 percent or more but less than 60 percent marks | Second Division |
| c) All below 50 percent | Third Division |

19. A candidate who has already passed the Master of Arts Examination from this University, in a subject in which different optional papers are permitted, may appear in one or more other optional papers of that subject, at any subsequent examination when held, without attending a regular course of study on payment of fee as prescribed for the whole exam. Provided that if there is any corresponding Practical work involved he must attend the prescribed number of practicals etc. in the Department. Such a candidate shall, in order to pass, be required to obtain at least 40 percent marks in each paper.
20. A candidate who has passed Part-I of M.A. Examination of this University, will be allowed to appear for improvement of his result as an ex-student in one or more theory papers of M.A. Part-I Examination once within a period of three years of his passing the Part-I Examination. A candidate who has passed Part-II of M.A. Examination of this University will be allowed to appear for improvement of his result as an ex-student in one more theory paper(s) of the M.A. Part-II. Examination once within a period of two years of his passing the Part-II Examination.

The candidates may however, appear for improvement of Part-I Examination simultaneously with Part-II Examination while appearing in Part-II Examination for passing or for Improvement.

The result of such a candidate shall be declared only if he improves his score of marks by taking into account the marks obtained by him in the paper(s) in which he reappeared and the marks obtained by him earlier in the remaining paper(s) etc. The fact that the candidate has improved shall be mentioned in the Detailed-Marks Card.

Provided further that the candidate will take the Examination according to syllabus in force for the regular student for that examination.

21. Notwithstanding the integrated nature of this course which is spread over more than one academic year, the Ordinance in force at the time a student joins the course shall hold good only for the examination held during or at the end of the academic year and nothing in this Ordinance shall be deemed to debar the University from amending the ordinance and the amended Ordinance, if any shall apply to all students, whether old or new.

SCHEME OF EXAMINATION

(M.A. EDUCATION COURSE)

M.A. Education Course will be of two-years duration, there will be ten courses and a Dissertation. The candidates will be required to take five courses in the First-year and five courses in the second year plus Dissertation in the second year. Each Course shall be of 100 marks.

First Year

- Paper-I Sociological Foundations of Education.
Paper-II Advanced Educational Psychology.
Paper-III Methodology of Educational Research & Statistics.
Paper-IV & V Any two of the following Options (i) to (viii)

- i) Distance Education
- ii) Population Education
- iii) Educational Administration and Management.
- iv) History and Contemporary Problems of Indian Education.
- v) Teacher Education.
- vi) Educational & Vocational Guidance and Counselling.
- vii) Comparative Education.
- viii) Psychodynamics of Mental Health.

Second Year

- Paper-VI Tools of Research and Their Development.
Paper-VII Philosophical Foundations of Education.
Paper-VIII Educational Technology.
Paper-IX **Any one of the following options.**

- i) Special Education
- ii) Curriculum Development
- iii) Advanced Statistical Methods in Educational Research.
- iv) Educational Measurement and Evaluation.
- v) Environmental Education

(ii)

Paper-X Any one of the following options.

- i) Physical Science
- ii) Life Science
- iii) Social Science
- iv) Mathematics
- v) Geography
- vi) History
- vii) Commerce
- viii) Economics
- ix) Hindi
- x) English

DISSERTATION

Paper-I Sociological Foundations of Education.

Max. Marks : 100

Time : 3 hrs.

OBJECTIVES

1. To enable advance students of education to understand social basis of educational issues.
2. To enable students to make an analysis of relationship between education and social, political, economic and technological developments in the modern context.
3. To enable students to develop a sociological outlook in dealing with educational problems.

CONTENTS

Note : Students are required to attempt five questions in all, selecting atleast one question from each Unit.

Unit-I (i) Relationship of Sociology and Education.

(ii) Meaning and Nature of Educational Sociology and Sociology of Education.

(iii) Education : as a Social sub-system : Specific Characteristics.

Unit-II (i) Education and the Home, Education and the Community, Education and Modernization, Education and Politics, Education and Religion, Education and Culture, Education and Democracy.

(ii) Socialization of the Child.

Unit-III (i) Meaning and nature of social change and the role of school as an institution for bringing about social change.

(ii) Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism).

Unit-IV (i) Education as related to social stratification and social mobility.

(ii) Education as related to social equity and equality of Educational opportunities.

Unit-V (i) Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.

(ii) Some contemporary trends in education: deschooling society, alternatives in education, learning to be, learning to do, life long and recurrent education.

Books Recommended—

- 1 Vaizey, John The Economics of Education, London.
- 2 Holling, T.H.B.(Ed) Aim in Education, Manchester, 1984.
- 3 Ottoway, A.K.C. Education and Society, London Routledge 1962.
- 4 Russell, B. On Education.
- 5 Contis and Boultwedd A short History of Educational Ideals, U.T.P., 1964.
- 6 Deway, John Democracy and Education, New York, Macmillan.
- 7 Kuppuswamy, B. Social Change in India.
- 8 Mathur, S.S. A Sociological Approach to Indian Education, Agra, Vinod Publications.
9. Edgar Faure Learning to be at al UNESCO, Paris, 1972.
- 10 Mukerjee, I.C. Education and Economic Development.
- 11 Kothari, D.S. Education and National Development (Report of the Indian Education Commission 1964-66.)
- 12 Baljit Singh Education as an Investment.
- 13 Prof. V R. Taneja Socio Philosophical Approach to Education Atlantic Publishers, B-2 Vishal Enclave, Najafgarh Road, New Delhi.
- 14 Prof. V.R. Taneja Educational and National Development, Atlantic Publishers, New Delhi.
15. Dr K.P. Pandey Perspective in Social Foudations of Education, Amaltash Prakashan, Ghaziabad.
- 16 Belok Society and Change, Anu Publications, Meerut.
17. Dr. D.S. Sharma Education & Indian Society(Hindi) Loyal Book Depot, Meerut

18. Talcott Parsons Essays in Sociological Theory
Light & Life Publishers, New
Dehi.
19. N. Swarup Saxena & Philosophical & Sociological basis
Others. of Education (Hindi). Royal Book
Depot, Meerut.
20. B.C. Rai Sociological and Philosophical
basis of Education, (English),
Parakshan Kendra, Sitapur Road,
Lucknow.

Paper-II Advanced Educational Psychology

Max. Marks : 100

Time : 3 hrs.

Objectives

1. To promote scientific study of Psychology, its objectives, methods and concepts.
2. To prepare personnel to work in the field of educational and psychological research.
3. To study educational and behavioural problems of students and teachers in the light of scientific knowledge in the field of educational Psychology.
4. To promote a comprehensive and scientific study of the teaching-learning process, its methods, concepts and theories.
5. To enable the students to understand comprehensively, the development of human personality.

Contents :

Note : The students are required to attempt five questions in all, selecting atleast one question from each unit.

Unit-I (i) Relationship of Education and Psychology.

(ii) Process of Growth and Development :

—physical, social, emotional and intellectual,

—development of concept formation; logical reasoning, problem solving and creative thinking, language-development.

—individual differences determination, role of heredity and environment; implications of individual differences for organising educational programmes.

(iii) Piaget's Genetic Epistemology and stages of cognitive Development.

Unit-II (i) Intelligence; its theories and measurement.

(ii) Creativity; Various connotations of creativity—as a process, as a product, the creative person as process. Theories of creativity—appraisal of potentially creative individuals, relationship between creativity and intelligence.

Unit-III Learning and Motivation :

—theories of learning : Thorndike's Conditions, Pavlov's Classical and Skinner's Operant Conditioning; Learning by insight. Hull's reinforcement theory and Tolman's theory of learning.

—Gagne's hierarchy of learning.

—Factors influencing learning.

—Learning and motivation.

—Transfer of learning and its theories.

Unit-IV Psychology and Education of exceptional children—creative, gifted, backward, psychoanalytic including learning disables and mentally retarded.

Unit-V (i) Personality—type and trait theories, measurement of personality.

(ii) Mental health and hygiene : process of adjustment, conflicts and defence mechanism, mental hygiene.

Bibliography

1. Aiken, R.L. (1987) Assessment of Intellectual Functioning Sydney : Allyn & Bacon Inc.
2. Bigge, M.C. (1982) Learning Theories for Teachers : New York, Harper & Row.
3. Bomer, G.H. & Hilgand, E.R. (1981) Theories of Learning : New Jersey, Prentice Hall.
4. Chauhan, S.S. (1992) Advanced Educational Psychology : New Delhi, Vikas Publishing House.

5. Coon, D. (1983) Introduction to Psychology : Exploration & Applications New York, West Publishing Co.
6. Dagar, B.S. (1989) Culture, Education & Creativity : New Delhi, Uppal Publishers.
7. Dosajh, N.L. (1982) Advanced Educational Psychology : New Delhi, Allied Publishers Pvt. Ltd.
8. Dutt, N.K. (1978) Psychological Foundations of Education : New Delhi, Doaba House.
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11. Kulshreshtha, S.P. (1980) Educational Psychology : Meerut, Loyal Book Depot.
12. Kundu, C.L. & Tutoo, D.N. (1988) Educational Psychology : New Delhi, Sterling Publishers.
13. Kundu, D. (1991) Modern Educational Psychology : New Delhi, Arya Book Depot.
14. Lefton, L.A. (1982) Psychology : Boston, Allyn & Baron.
15. Mangal, S.K. (1988) Advanced Educational Psychology : New Delhi, Prentice Hall.
16. Mathur, S S. (1982) Educational Psychology Agra : Vinod Pustak Mandir.

**Paper.III Methodology of Educational Research
and Statistics**

Max. Marks : 100
Time : 3 Hrs.

Objectives

1. To orient the thinking of the students towards research and its functions in the various fields of educational endeavour.
2. To develop understanding of the basic concepts in philosophy of science, scientific methods and methodology in general.
3. To understand the place of theory in research.
4. To acquaint students with the methodologies in different types of educational research.
5. To make students conversant with some common research design; tools of collecting data and methods and techniques of analysis and interpretation of data.

6. To develop skill in computation of basic statistics for analysis and interpretation of data.

Contents :

Note : The students are required to attempt five questions in all, selecting atleast one question from each unit.

Unit-I (i) Scientific method and Theory Development.

(ii) Meaning, need, importance and characteristics of research and educational research.

(iii) Meaning & process of action research. Differences between action research, fundamental and applied research.

(iv) **The Research Process :**

Step-I Identification and definition of a problem.

Step-II Review of the Literature.

Step-III Formulation of hypotheses.

Step-IV Selecting the sample.

Step-V Data Collection.

Step-VI Data Analysis.

Step-VII Interpretation of data and conclusions.

Unit-II (i) Methods of Research : Historical, Experimental (Field & Laboratory), survey case study, genetic or developmental studies and Ex-post facto research.

(ii) **Tools of Research : Characteristics of a good test. Sociometry, Questionnaire, Interview, Observation- Psychological Tests & Inventories. Construction Procedure of rating scales and achievement test.**

Unit-III (i) Role and place of Statistics in research.

(ii) Preparing a research proposal or synopsis.

(iii) The Research report its need, importance, format. Evaluation of a research report.

(iv) Writing Bibliography

(v) Measures of central tendency & dispersion. Percentiles and Percentile ranks.

(vi) Standard Scores & T Scores, conversion of raw scores into standard scores and T Scores.

Unit-IV (i) Normal probability curve and its applications in education.

(ii) Significance of the difference between means, computing the standard error of means.

(iii) Non-parametric tests (Chi-square test)

Unit-V (i) Correlation (Spearman's and Pearson's technique) Biserial and Point-Biserial correlation.

(ii) Tetrachoric and phi-coefficient of correlation, partial and Multiple co-relations.

(iii) One-way ANOVA.

Bibliography

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3. Avastasi, A. (1982) Psychological Testing New York McMillan.
4. Best, J.W. (1977) Research in Education, USA : Prentice Hall of India Pvt. Ltd.
5. Cohen, L & Manion, L. (1980) Research Methods in Education London: Croom Helm.
6. Cronbach, L.J: (1984) Essentials of Psychological Testing, New York: Harper & Row.
7. Dane, F.C. (1990) Research Methods, California Brooks & Cole Publishing Co.
8. Das, M.N. & Giri, N.C. (1986) Design & Analysis of Experiments (2nd ed) New Delhi Wiley Eastern Ltd.,
9. Ferguson, G.A. (1980) Statistical Analysis in Psychology & Education. New York: Mc Graw Hill. Book Co.
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16. Kenlinger, F.N. (1978) *Foundations of Behavioural Research* New York : Holt, Rinehart & Winston.
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19. Kurtz, A.K. & Maryo, S.T. *Statistical Methods in Education Psychology*. New Delhi : Narosa Publishing House.
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27. Sinha, H.C. (1986) *Educational Research*, Kurukshetra: Vishal Publications.

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31. Verma, M. (1965) An Introduction to Educational & Psychological Research, New Delhi : Asia Publishing House.
32. Wiersma, W. (1986) Research Methods in Education. An Introduction USA Allyn & Bacon, Inc.

Paper-IV & V (I) Distance Education

Max. Marks : 100

Time : 3 hrs.

Objectives :

1. To develop understanding of the growth and philosophy of distance Education.
2. To develop understanding of the pre-requisites and practices of distance education.
3. To develop necessary skills for the development of self-instructional materials for distance education.
4. To develop an understanding of the various instructional media both print and non-print in distance education.
5. To understand the importance of student support services in distance education.

Contents

Note : The students are required to attempt five questions in all, selecting atleast one question from each Unit:

Unit-I Growth and Philosophy of Distance Education

- i) Concept of Distance Education.
- ii) Growth and Philosophy of Distance Education over the past 150 years.

- iii) Relevance of Distance Education in India.
- iv) Socio-economic and socio-political issues in Distance Education.

Unit-II Communication Technology in Distance Education.

- i) Communication and Education.
- ii) Communication and Distance Education.
- iii) Computer Conferencing in Distance Education.
- iv) Modern Communication Technology in Distance Education.

Unit-III Course Designing, Production & Presentation.

- i) Principles of course designing.
- ii) Factors affecting course designing.
- iii) Systems approach to course designing.
- iv) Course, Production & Presentation.

Unit-IV Student Support Services,

- i) Organization and conduct of personal contact programme. Different models, viz bridge model, remedial model & enrichment model.
- ii) Counselling at study centres for improving study & reading skills & preventing dropouts.
- iii) Assessment of student's assignments.
- iv) Use of media in Distance Education.
- v) Multi-media approach to Distance Education.

Unit-V Organization of Distance Education:

- i) Different models of organization of distance education, viz affiliated college model and open University model.
- ii) Organizational structure of IGNOU.
- iii) Economics of Distance Education; determinants of costs in distance education and financing of distance education.

Books Recommended

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2. Bates, A.W. (1984) *The Role of Technology in Distance Education*, London, Croom Helm.
3. Chander, N.J. (1991) *Management of Distance Education*, New Delhi, Sterling Publishers.
4. Garrison, D.R. (1980) *Understanding Distance Education. A framework for the future*. London & New York : Routledge.
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6. Holmberg, B. (1967) *Correspondence Education*. Malmö-Harolds.
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8. Khan, I. (1991) *Distance Education-some readings*, New Delhi Amar Prakashan.
9. Keegan, D. (1986) *The Foundations of Distance Education*, London, Croom Helm.
10. Koul, B.N. Singh, B & Ansari, M.M. (1988) *Studies in Distance Education*, New Delhi : AOI/IGNOU.
11. Mehra, V. (1992) *Instructional Systems Design-An Innovation in Educational Technology*. New Delhi :S.S. Publishers.
12. Mehra, V. (1995) *Educational Technology*. New Delhi : S.S. Publishers.
13. Parmaji, S. (Ed) (1984) *Distance Education*. New Delhi : Sterling Publishers.
14. Perry, W. (1976) *Open University* London, London: Open University Press.
15. Reddy, G.R. (Ed) (1984) *Open Education System in India : Its place & Potential* : Hyderabad : Andhra Pradesh Open University.
16. Reddy, G.R. (Ed) (1992) *Open Universities-The Ivory Towers Thrown Open*. New Delhi : Sterling Publishers Pvt. Ltd.

17. Singh, B. (1982) Correspondence Education in India, Patiala, N.C.C.E. Publications.

Paper-IV & V (ii) Population Education

Max. Marks : 100

Time : 3 hrs.

Objectives

1. To develop understanding of the meaning, importance and objectives of population education.
2. To develop understanding of the impact of Population change on social and economic development.
3. To develop understanding of the impact of urbanization on population change.
4. To develop understanding of population dynamics.
5. To develop understanding of the family planning programme with special reference to India.
6. To develop understanding of various sources of population Data.

Contents :

Note : Students are required to attempt five questions, selecting atleast one question from each Unit.

Unit—I (i) Population Education.

a) Meaning, importance, objectives, approaches and contents of population education.

b) Components of population education.

ii) History of present status of population education.

a) Origin of population education.

b) Population as a world problem.

c) Population education in India—a survey and recommendations.

d) Problems in introducing population education at various level of education ladder.

e) Population policy in India.

Unit—II (i) Sources of population data: Census techniques of collecting data. Population statistics including birth and death rate.

- (ii) Population Dynamics (w.r.t. India).
- Dynamics of Population : Fertility, Mortality and Migration.
 - Measures of Fertility and factors affecting fertility.
 - Mortality : Measures of fertility and factors affecting mortality.
 - Migration : Types of migration and factors affecting migration.

Unit-III Population change and socio-economic development.

- Concept of over population, under population, optimum population and demographic transition malthusian. Principles of population.
- Population change and social development (Nutrition, infant mortality and life expectancy).
- Population change and economic development (manpower, unemployment, poverty).

Unit-IV Population growth and urbanization in India.

- Factors determining growth of population.
- Urbanization process and its determinants.
- Urbanization with special reference to industrialization.
- Patterns of urbanisation in India. Problems of Urbanization (Housing, poverty, urban crime and environmental pollution in India).

Unit-V Measures of population control in India.

- Family planning programmes.
- Review of family planning in India.
- Obstacles in family planning.
- Achievements of family planning programmes.
- Incentives and dis-incentives
- Cost benefit ratio

Bibliography :

- Agarwala, S.N. (1967) Population. National Book Trust.
- Agarwala, S.N. (1972) India's Population Problems Tata Mc-Graw Hill Publishing Co. Ltd.
- Chandrashekhar, S. (1967) India's Population Problem. G. Allen and Unwin.

4. Edle Fson, S. (1971) Population Education—A New Role for Region's School UNESCO.
5. Jains, S.P. (1971) Indian Population Situation. New Delhi : NCERT.
6. Jayasurya, J.E. (1972) Population Education and the School Curriculum. UNESCO; Bangkok.
7. Kavoori J.C. (1985) Understanding the Population Problem in India. New Delhi : Family Planning Foundation of India.
8. Lulla, B.P. (1970) Know about Population Education. Baroda : M.S. University.
9. Mehta T.S. & Chandra, R. (Eds.) (1972) Population Education Selected Readings. New Delhi : NCERT.
10. Salkar, K.R. (1986) Population Education for Developing Countries. New Delhi : Sterling Publishers Pvt. Ltd.
11. Wayland, S.R. (1972) Issues & Problems in Introducing Population Education. Bangkok : UNESCO.

Paper-IV & V : (iii) Educational Administration and Management

Max. Marks : 100

Time : 3 hrs.

Objectives

1. To develop an understanding of the problems of administration and management of education.
2. To equip students with specialist techniques and methods of management.
3. To increase an understanding of human nature and the role of interpersonal relations in Personal Management.
4. To develop a scientific outlook to deal effectively with the problems of educational administration and management.

Contents :

Note : The students are required to attempt five questions in all selecting at least one question from each unit.

Unit-I Development of Modern concept of Educational Administration from 1900 to the present day.

- i) Taylorism.
- ii) Administration as a process.

- iii) Administration as a bureaucracy.
- iv) Human Relations Approach to Administration.
- v) Meeting the psychological needs of employees, systems approach, specific trends in Educational Administration such as (a) Decision making (b) Organizational Compliance, (c) Organizational Development (d) PERT.

Unit-II Leadership in Educational Administration.

- i) Meaning and nature of leadership.
- ii) Theories of leadership.
- iii) Styles of leadership.
- iv) Measurements of leadership.

Unit-III Educational Planning.

- i) Meaning and nature of educational planning.
- ii) Approaches to educational planning.
- iii) Perspective planning.
- iv) Institutional planning.

Unit-IV Educational Supervision.

- i) Meaning and nature of educational supervision.
- ii) Supervision as service activity.
- iii) Supervision as a process.
- iv) Supervision as functions.
- v) Supervision as educational leadership.
- vi) Traditional Vs Modern supervision.
- vii) Functions of supervision.
- viii) Planning the supervisory programme.
- ix) Organizing supervisory programme.
- x) Implementing the supervisory programme.

Unit-V Problems of Financing Education in India ; Resources and Expenditure of education.

Bibliography :

- 1. Aggarwal, J.C. (1972) Educational Administration Inspection, Planning and Financing in India, New Delhi : Arya Book Depot.

2. Bhagia, N.M. & Others (1990) Educational Administration in India, and other Developing Countries. New Delhi Commonwealth Publications.
3. Bhat, K.S. & Ravishankar, S. (1985) Administration of Education, New Delhi Seema Publications.
4. Bhatnagar, R.P. Bhatnagar, A.B. & Aggarwal, V. (1992) Educational Administration, Meerut : Meerut Publishing House.
5. Bhatt, B.D. & Sharma, R.C. (1992) Educational Supervision, New Delhi : Kanishka Publishing House.
6. Goyal, J.C. (1975) Administration of Education in India, New Delhi : Raj Prakashan.
7. Khan, S.M. & Khan, S.M. (1980) Educational Administration New Delhi : Sheetal Printing Press.
8. Kimbrough, R.B. & Nunnery, M.Y. (1983) Educational Administration New York : Macmillan Publishing Co.
9. Kochher, S.K. (1981) Successful Supervision and Inspection. New Delhi : Sterling Publishers.
10. Mathur, M.V. (1983) Towards Improved Educational Planning & Administration, New Delhi : Joy Modathi-Kunnel for Dialogue.
11. Mohanty, J. (1990) Educational Administration Supervision & School Management New Delhi : Deep & Deep Publications.
12. Monahan, W.G. & Hengst, H.R. (1982) Contemporary Educational Administration, New York : Macmillan Publishing Co, Inc.
13. NIEPA (1986) Educational Management in India, New Delhi: NIEPA.
14. Oad, L.K. (1991) Educational Administration Jaipur : Rajasthan Hindi Granth Academy.
15. Shirley, L.B. & Johnathan, E.S. (1987) Class-room Management : Principles & Practice : London : Croom Helm.
16. Shukla, D.D. (1983) Administration of Education in India. New Delhi : Vikas Publishing House.

17. Sinha, N. (1979) *University Administration in India*, Patna, Janki Prakashan.
18. Thakur, A.S. & others (1980) *Educational Administration*. New Delhi : National Publishing House.

Paper-IV & V (IV) History and Contemporary Problems of Indian Education

Max. Marks : 100

Time : 3 hrs.

General Aim

To develop understanding and insight into the history of Indian Education and its contemporary problems.

Objectives

1. To understand the History of Indian education in both the pre-independence and post-independence era.
2. To understand various problems in Indian education.
3. To understand the emerging trends in Indian Education.
4. To understand the contribution of different international agencies in education.

Contents :

Note : The students are required to attempt five questions in all, selecting atleast one question from each unit.

Unit-I History of Education in India : Pre-independence era.

- i) Macaulay's minutes.
- ii) Wood's despatch.
- iii) Hunter Commission.
- iv) Indian Universities Commission.
- y) Sargent Report.

Unit-II History of Education in India : Post-independence era

- i) Secondary Education Commission Report (Mudaliar).
- ii) University Education Commission Report (Radhakrishna).
- iii) Education Commission Report (Kothari).
- iv) Education Policy Statement, 1968.

- v) National Policy on Education, 1986.
- vi) Modified NPE, 1992.

Unit-III Problems in Indian Education --

- i) Accessibility and Universalisation of elementary education.
- ii) Language.
- iii) Student's participation.
- iv) Education of Special groups.
- v) Value crisis.
- vi) Educated unemployment.
- vii) University autonomy and accountability.

Unit-IV Emerging Trends :

- i) Continuing Education
- ii) Distance Education
- iii) Adult Education
- iv) Examination Reforms
- v) Vocationalisation of education
- vi) Population Education
- vii) Environmental Education

Unit-V Contribution of the agencies like UNESCO and UNDP in Recurrent Education, Education as a Human Right, Integrated Rural Development Model (IRDM), Open University or the University of Air, Uses of Mass Media/multi-media in Education.

Bibliography

1. Recurrent Education—Concepts and Policies for life long education proceedings of the comparative education society in Europe, 6th General meeting by Raymond Ryba and Baris Holmes (Eds) 1973.
2. Kundu, C.L.
3. Dav. R.H. UNESCO and Regional Office Bank Publications.
4. Dav. R.H. & Stric Mirtky-Life Long Education & the School, UNESCO Institute for Education, Hambund-1973.
5. Gibgtib Vincent & Richardson Ken-Recurrent Education-World Lock Educational, 116, Baker Street, London.

Paper-IV & V (V) Teacher Education

Max. Marks : 100

Time : 3 Hours

Objectives :

1. To develop an awareness to the problems, needs and aims of teacher education.
2. To develop an understanding of teacher's roles and functions in the modern context.
3. To develop awareness of the organisational set up of teacher education in Indian and comparison with set ups in other parts of the World.
4. To develop an understanding of the curricula of teacher education and processes of curricular change.
5. To develop an awareness of recent developments and innovations in teacher education both of primary and secondary level.

Contents :

Note : The students are required to attempt five questions in all, selecting at least one question from each unit.

Unit-I (i) Need for teacher education, Aims and objectives of teacher education at elementary, secondary & College level.

(ii) Types of Teacher education and their significance.

(iii) Recommendations of various commissions on teacher education viz Kothari Commission, National Policy on Education.

Unit-II (i) Curriculum of teacher education, Principles involved in formulating curricular and co-curricular programmes of teacher education.

(ii) Principles of organising practice teaching.

(iii) Critical appraisal of B.Ed./M.Ed. syllabi of some Indian Universities.

(iv) Implementation of curriculum of teacher education.

Unit-III (i) Development of teacher education in a democracy like India.

(ii) Teacher education and community Teacher education and other institutions.

(iii) Evaluation of the effectiveness of teacher education programme.

(iv) Areas of Research. Teaching effectiveness, criteria of admission, approaches to teaching.

Unit-IV (i) Professional organisations of teachers in India, their need and importance. Detailed study of organizations such as AITE, IATE.

(ii) Inservice education of teachers. Critical appraisal of activities of NCTE, NTE, NIEPA.

(iii) Study of inservice teacher programme of U.K. and U.S.A.

Unit-V (i) Recent trends in teacher education : Various methods.

(ii) Teacher education programme in U.K. & U.S.A. in comparison with Indian set up.

(iii) Distance education and teacher education.

(iv) Orientation & Refresher Course.

Bibliography :

1. Allen, D. and Ryan, K. (1969) *Microteaching*. Mass : Addison Wesley.
2. Chadda, D.K. (1991) *Dimensions of Teacher Education*, New Delhi, Sangita Printers.
3. Comles, A. W. (1965) *The Professional Education of Teachers : A Perceptual View of Teacher Education* Boston : Allyn & Bacon.
4. Jangira, N.K. & Singh, A. (1984) *Core Teaching Skills—Micro Teaching Approach*. New Delhi : NCERT.
5. Khan, M.S (1983) *Teacher Education in India & Abroad*. New Delhi : Ashish Publishing House.

6. Kunju, C.L. (1988) Teacher Education. New Delhi : Sterling Publishers Pvt. Ltd.
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8. MHRD (1992) New Policy on Education-1986-Programme of Action New Delhi : MHRD.
9. Molfit, J.C. (1983) Inservice Education for Teacher Washington : The Centre for Applied Research in Education, Inc.
10. Mukerji, S.N. (1968) Education of Teachers in India, New Delhi S. Chand & Co.
11. NCERT (1978) Teacher Education Curriculum. A framework. New Delhi, NCERT.
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13. NCERT (1990) Elementary Teacher Education Curriculum— Guidelines & Syllabi : New Delhi, NCERT.
14. NCERT (1990) Secondary Teacher Education Curriculum Guidelines and Syllabi, New Delhi : NCERT.
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16. Singh, L.C. (1990) Teacher Education in India. A Resource Book : New Delhi, NCERT.
17. Singh, R.P. (1993) The Challenges of Tomorrow - A Profile of Future Teacher Education. New Delhi : Sterling Publishers Pvt. Ltd.

Paper-IV & V (vi) Educational and Vocational Guidance & Counselling.

Max. Marks : 100

Time : 3 hrs.

Objectives :

1. To develop an understanding of the basic principles of guidance and counselling.
2. To promote an understanding of the importance of guidance counselling in the process of education.

3. To make students conversant with the practices of guidance and vocational choices.

Contents

Note: The students are required to attempt five questions in all, selecting atleast one question from each Unit.

Unit-I (i) Meaning, need and principles of guidance.

(ii) Types of guidance : Personal, educational, vocational and social.

(iii) Modern trends and innovations.

Unit-II (i) Study of the individual : assessing intelligence, aptitudes, interest and personality.

(ii) Counselling and its types (directive, non-directive and eclectic).

(iii) Importance and Technique of a good counselling interview.

(iv) Cumulative Record Card : kinds and relevance.

Unit-III Guidance and Counselling Services at different levels of Education.

(i) Individual Inventory Service.

(ii) Informative Service.

(iii) Counselling Service.

(iv) Group Guidance Service.

(v) Placement Service.

(vi) Follow-up Service.

Unit-IV (i) Organisation and evaluation of a guidance programme at school and college levels.

(ii) Guidelines for setting up a Guidance and Counselling Centre.

(iii) Equipping the Guidance Worker for performing the role of a good guide, counsellor & career master.

Unit-V (i) Guidance of exceptional children : gifted and creative children.

(ii) Guidance of backward and under achievers.

(iii) Guidance of mentally and physically handicapped children.

(iv) Guidance of delinquent children.

Bibliography

1. Barki, B. G. & Mukhopadhyay, B. (1989) **Guidance and Counselling— a Manual**, New Delhi : Sterling Publishers Pvt. Ltd.
2. Chauhan, S.S. (1982) **Principles & Techniques of Guidance**, New Delhi : Vikas Publishing House Pvt. Ltd.,
3. Jones, A.J., Steffire, B. & Stewart, N.R. (1977) **Principles of Guidance**. New Delbi : Tata Mc Graw Hill Publishing Co. Ltd.,
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12. Tolbert, E.L. (1969) **Introduction to Counselling**, New York, Mc Graw Hill Book Co.

Paper-IV & V (vii) **Comparative Education**

Max. Marks : 100

Time 3 : hrs.

Objectives

1. To broaden student's horizon of educational thinking.
2. To promote interest and knowledge of other systems of education.

3. To enable students understand the problems of Indian education in a comparative perspective.
4. To promote international understanding.

Contents :

Note : The students are required to attempt five questions in all, selecting at least one question from each unit.

- Unit-I
- i) Meaning, scope and purpose of comparative education. Major concepts in comparative education (juxtaposition, Area studies & educational analysis).
 - ii) Origin and development of comparative education as field of study.

- Unit-II
- i) Different approaches to the study of comparative education viz., historical, cross-disciplinary and problem approaches.
 - ii) Methodology of comparative education.

- Unit-III Educational systems of U.K., U.S.A. in comparison with India (elementary, secondary, vocational and higher education).

- Unit-IV
- i) Developments in teacher education with reference to U.K., U.S.A. and India
 - ii) Educational administration in USA, UK and India.
 - iii) Vocationalization of education in USA and India.

- Unit-V
- i) Examination systems of U.K., U.S.A. and India,
 - ii) Comparative studies and educational reform.
 - iii) Distance Education and Continuing Education in Australia, U.K. and India.

Bibliography

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2. Hans, N. (1968) *Comparative Education*, London: Roulledge and Kegan Paul.
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7. Watson, K. & Wilson, R. (1985) *Contemporary Issues in Comparative Education Great Britain* ; Billy & Sons Ltd.

Paper-IV & V (viii) Psychodynamics of Mental Health

Max. Marks : 100

Time : 3 hrs.

General Aim

To develop understanding and insight into concept of mental health and a whole organised personality and to make students aware of behaviour disturbances of or abnormal behaviour.

Objectives :

1. To understand the concept of mental health, and its importance in education.
2. To understand the concept of abnormality of behaviour and the factors.
3. To understand the measures helpful in proper adjustment of the individual.
4. To understand the methods and techniques for creating and maintaining a sound mental health.

Contents :

Note : The students are required to attempt five questions in all, selecting atleast one question from each unit.

Unit-I Concept of mental health its criteria, adjustment process and principles of wholesome personality organisation.

Unit-II i) Dynamics of human adjustment : Basic needs and their gratification, frustration and conflict, Defensive behaviour patterns and anxiety : its general nature and effects on human adjustment.

- ii) **Social pressures and mental health** : effects of cultural variation and social status, mental health in relation to physical fitness, emotional climate of home and ordinal position & size of the family.

Unit-III Patterns of mal adjustment : kinds of psychoneurosis and functional psychosis. Some psychosomatic disorders.

Unit-IV School and mental health. Problems of pre-school, primary school and secondary school children. Mental hygiene programme for schools curriculum & mental health aspects of evaluation.

Unit-V Regarding Mental Health : Psychotherapy, its general nature varieties of psychotherapies and psychotherapeutic measure, Yoga and Mental Health.

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1. Agrawal, K.G. and Pachal, T.K. (1993) Inner world of the Handicapped. A study of problem of the disabled. New Delhi Khanna Publishers.
2. Hawkrige, D. Vineent, T. & Sales, G. (1985) New Information Technology in the Education of Disabled Children and Adults London & Sydney Croom Helm.
3. Rawat, V.S. and Sobti, A. (1992) A Resources Guide to special Education New Delhi : Creative.
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