

Jiwaji University, Gwalior
CBCS Scheme of Examination
2017-18

M.A. in Education, Sem-I, Scheme

Paper Code	Paper Name	Total Marks	Credit C(i)	End Sem Exam Marks		Sessional Marks	
				MAX	MIN	MAX	MIN
				Ed.101	Philosophical Perspective in Education	100	4
Ed.102	Sociological Perspectives in Education	100	4	60	21	40	14
Ed.103	Psychological Basis of Education	100	4	60	21	40	14
Ed.104	Indian Education : Historical and Contemporary Perspectives	100	4	60	21	40	14
Ed.105	Project Work	100	2	100	35	**	**
Ed.106	Seminar	100	1	100	35	**	**
Ed.107	Assignment	100	1	100	35	**	**
	Sub Total	700	20	540	189	160	56
Ed.108	Comprehensive viva	100	4	100	35	**	**
	Grand Total	800	24	640	224	160	56

Jiwaji University, Gwalior
CBCS Scheme of Examination
2017-18

M.A. in Education, Sem-II, Scheme

Paper Code	Paper Name	Total Marks	Credit C(i)	End Sem Exam Marks		Sessional Marks	
				MAX	MIN	MAX	MIN
Ed.201	Teacher Training Technology	100	4	60	21	40	14
Ed.202	Comparative Education : National and International Perspective	100	4	60	21	40	14
Ed.203	Educational Research Methodology and Statistics	100	4	60	21	40	14
Ed.204	Population Education	100	4	60	21	40	14
Ed.205	Project Work	100	2	100	35	**	**
Ed.206	Seminar	100	1	100	35	**	**
Ed.207	Assignment	100	1	100	35	**	**
	Sub Total	700	20	540	189	160	56
Ed.208	Comprehensive viva	100	4	100	35	**	**
	Grand Total	800	24	640	224	160	56

Jiwaji University, Gwalior
CBCS Scheme of Examination
2018-19

M.A. in Education, Sem-III, Scheme

Paper Code	Paper Name	Total Marks	Credit C(i)	End Sem Exam Marks		Sessional Marks	
				MAX	MIN	MAX	MIN
Ed.301	Educational Administration and Management	100	4	60	21	40	14
Ed.302	Educational Technology	100	4	60	21	40	14
Ed.303(a)	Value Education & Human Rights	100	4	60	21	40	14
Ed.303(b)	Computer Education						
Ed.304(a)	Perspective of Extension Education	100	4	60	21	40	14
Ed.304(b)	Disaster Management						
Ed.305	Teaching Practice	100	2	100	35	**	**
Ed.306	Seminar	100	1	100	35	**	**
Ed.307	Assignment	100	1	100	35	**	**
	Sub Total	700	20	540	189	160	56
Ed.408	Comprehensive viva	100	4	100	35	**	**
	Grand Total	800	24	640	224	160	56

Jiwaji University, Gwalior
CBCS Scheme of Examination
2018-19

M.A. in Education, Sem-IV, Scheme

Paper Code	Paper Name	Total Marks	Credit C(i)	End Sem Exam Marks		Sessional Marks	
				MAX	MIN	MAX	MIN
Ed.401	Advance Special Education	100	4	60	21	40	14
Ed.402	Guidance & Counseling	100	4	60	21	40	14
Ed.403(a)	Adult and Continuing Education	100	4	60	21	40	14
Ed.403(b)	Distance Education						
Ed.404(a)	Measurement & Evaluation	100	4	60	21	40	14
Ed.404(b)	Woman Studies						
Ed.405	Dissertation	100	2	100	35	**	**
Ed.406	Seminar	100	1	100	35	**	**
Ed.407	Assignment	100	1	100	35	**	**
	Sub Total	700	20	540	189	160	56
Ed.408	Comprehensive viva	100	4	100	35	**	**
	Grand Total	800	24	640	224	160	56

Rules and Regulations for Award of Degree

- Two years (4 Semesters) Full time course will be run under ordinance No. 168 A.
- Medium of instructions will be Hindi and English.
Field Placement – The course curriculum will have emphasis on concurrent involvement of students in the field for social work practice, through field placements in various identified Institutions / Centres /NGO's, which is compulsory for all students of third semester.
- Each course will be assessed for 100 marks, out of which 60 marks will be for end-semester examination and 40 marks will be for continuous evaluation. In case of Laboratory / Field /Project work based courses, appropriate distribution of marks for Practical Record/ Project Report, Practical end-Semester exam, viva, if any be decided by the UTD.
- The grading will be made on 10-point scale as described below:

Letter Grade	Grade Points	Description	Range of Marks (%)
O	10	Outstanding	90-100
A+	9	Excellent	80-89
A	8	Very good	70-79
B+	7	Good	60-69
B	6	Above Average	50-59
C	5	Average	40-49
P	4	Pass	35-39
F	0	Fail	0-34
Ab	0	Absent	Absent

- On completing all requirements for award of the degree, the CGPA will be calculated and this value will be indicated on the degree along with Division. The Final degree should also indicate the Division obtained as per follows:

Division	Criterion
First division with distinction	The candidate has earned minimum number of credits required for the award of the degree in first attempt with CGPA of 8.00 or above
First division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 6.50 or above
Second division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 5.00 or above but less than 6.50
Pass division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4.00 or above but less than 5.00

- The student will be promoted to the next semester if he/ she secure at least 12 valid credits in a semester. In case the student secures less than 12 valid credits in any semester, then the student will be asked to repeat the entire semester and that semester will be treated as zero semesters.
- The required minimum number of credits for each programme may be distributed among the courses under Core, Ability Enhancement and Skill development, Electives-Discipline Centric and Generic categories and notified by the concerned UTD.
- The UTDs will offer elective-generic courses in each programme to its own students and the students of other programmes under choice on first come first served basis. The number of seats in the course will depend on available facilities in the UTD.
- Each course will be assessed for 100 marks, out of which 60 marks will be for end-semester examination and 40 marks will be for continuous evaluation. In case of Laboratory / Field /Project work based courses, appropriate distribution of marks for Practical Record/ Project Report, Practical end-Semester exam, viva, if any be decided by the UTD
- During the semester, a teacher offering the course will do the continuous evaluation of the student at three points of time by conducting three tests of 20 marks each. Of these, two must be written tests and the third may be written test / Quiz / Seminar/ Assignment for theoretical courses. Marks obtained in two best tests out of three will be awarded to the student. In each course, there shall be End Semester Exam. of 60 marks. Each student has to appear in at least two tests and End Semester Examination; otherwise, the student will be awarded Ab Grade in that course.
- The concerned Head / Director will make an arrangement for the conduct of examination of UTD as per the existing ordinance 5 and 6 of Jiwaji University for first two years.
- If the marks obtained by the student in a course are less than the minimum cut-off percentage of marks, then F grade will be awarded, otherwise the grades will be awarded as per above mentioned table
- If a student obtains F or AB Grade in any course, he /she will be treated to have failed in the course. He / she has to reappear in the examinations of the course as and when conducted or arranged by the UTD.

Marks obtained earlier in continuous assessment may be carried forward and added to the marks obtained in repeat end-semester examination to decide the grade in the repeat course

- The theoretical and practical courses can be repeated whenever offered or arranged by the UTD but within maximum duration of the programme. He / she can avail multiple repeat attempts to pass the course
- The UTD, where students from other UTDs are registered for choice based elective - generic category course(s), will send the Grade to the University. The semester / final result will be declared by the University where the student has taken admission.
- The Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be calculated as weighted average of valid and virtual credit points secured by the student, except the credits of additional courses, if any. The SGPA and CGPA shall be rounded off up to 2 decimal places and reported in the grade sheet
- SGPA is a measure of performance of the student in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester, i.e.

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i th course in a semester and G_i is the grade point scored by the student in the i th course.

- CGPA is a measure of overall cumulative performance of a student over all the semesters completed. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters completed and the sum of the total credits of all courses in all the semesters completed, i.e.

Detail Syllabus Semester Wise

M.A. in Education

Philosophical Perspectives in Education

Paper Ed.101 (First Semester) (2017-18)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)	4	4

Unit-I **Philosophy of Education**

- Meaning, Nature, Scope
- Nature of Philosophy of Education : A directive discipline, Liberal discipline, an activity
- Functions of Philosophy of Education : Speculative, Analysis Normative

Unit-II **Branches of Philosophy**

- Metaphysics
- Epistemology
- Axiology

Unit-III **Indian School of Thoughts**

- Sankhya
- Vedanta
- Nays
- Buddhism
- Jainism
- Islam Education

Unit-IV **Western School of Thoughts**

- Realism, Existentialism, Logical positivism, Empiricism, in context of its impact on the process and development of education in pursuance of knowledge and values.

Unit-V **Contribution of Great thinkers to educational thought**

- Educational thoughts and practices made by Vivekanand, Sri Arovirdo.
- Critical appreciation of contribution of Plato, John Dewey with reference to their views on.
 - Concept of man and his development.
 - Socio-cultural scenario a global perspective.

References :-

- Dewey, J (1977) – Democracy and Education: An Introduction to the Philosophy of Education. New York : Macmillan
- Taneja – Foundations Of Education
- Dr. S.P.- Chandra Phill. & Soc. Foundation Of Education
- Swaroop Sexena – Education in Indian Society
- Chandra, S.S. & Sharma Rajendra- Philosophy of Education, Atlantic Publishers & Distributter, New Delhi
- माथुर – शिक्षा के दर्शनिक एवं सामाजिक आधार
- डॉ पाण्डेय – शिक्षा के दर्शनिक एवं समाजशास्त्रीय पृष्ठभूमि

M.A. in Education

Sociological Perspectives in Education

Paper Ed.102 (First Semester) (2017-18)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)	4	4

Unit- I Educational Sociology

- Meaning, Nature, Scope, and Concept of educational sociology and sociology of education.
- Influence of educational sociology on education.
- Social organization, factors influencing a social organization and their educational implicational.
- Education as subsystem of social system.

Unit -II Education and society

- As a process of socialization and social progress.
- Social stratification and social mobility
- Equality of educational opportunity.

Unit -III Education and social change, Constraints on social changes

- As an agent of social change
- Discuss caste, class, language, religion, regionalism, population as a constraints on social change
- Education and culture: role of education in cultural context .

Unit -IV Sociological perspectives of education

- Role of mass media and communication for social development
- Status and development of sociology of education in India.
- Concept of urbanization, modernization and sanskritization along with their impact on education.

Unit -V Socio-cultural aspects and social transformation

- Study of social thoughts of Durkheim, Russo, Herbert, Spencer, Plato, Karlmaxx.
- Woman empowerment and education
- Education for national integration of India and international understanding .

References :-

- Gore, M.S. (1984) Education and Modernization in india, Rawat publishers.
- Hanighurst, Robert et al, (1995) society and Education, Baston : Allyn and Bacon.
- Kamat A.R. (1985) Education and social change in india, Bombay samaiya publishing Co.,
- 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, Gaziabad
- Ssaxena, s. (2001) philosophical and Sociological foundations of Education. Meerut : Surya Publications.
- Dowey John : Democracy and education, Macmillan E.Co. New York
- Mathur S.S.; Sociological approach to Indian education, vinod pustak mandidr, Meerut.
- Bhatnagar G.S; Education and social change, Minarva Publications meerut.
- Chaube S.P.; Foundations of educational sharda pustak Bhavan, Allahabad.

M.A. in Education

Psychological Basis of Education

Paper Ed.103 (First Semester) (2017-18)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)	4	4

Unit-I An Introduction to Educational Psychology

- Educational of Psychology : Meaning, Concept, Nature, Scope
- Major Schools of Psychology and their contributions towards Education : Behaviorism, Psycho-analysis, Gestalt
- Methods of Educational Psychology : Observation, Experimental
- Process of growth and development : Meaning, Principles, Characteristics and problem of Childhood and adolescent.

Unit-II Learning and Motivation

- Concept, factors influencing learning
- Theories of learning
 - Social cognitive learning – Bandura
 - Mastery learning - Skinner
 - Meaningful learning – Ausubel
 - Constructivist learning : Lewin
 - Social Constructivism, Learning Constructivism
 - Gagne’s Hierarchy of learning
- Transfer of Learning and its Theories : Theory of Mental Discipline, theory or Identical Elements, theory of Generalization, theory of Transposition and Role of the Teacher.
- Motivation : Nature, Functions, Theories : Maslow’s Theory of Self-actualization, Murray’s Theory of Motivation, Theory of Achievement Motivation Psychoanalytic Theory of Motivation.

Unit-III Learners Ability

- Individual Difference : Concept, Kinds, Causes and Educational provision
- Intelligence : Concept, Theories : Two factor, Group factor, Multi factor, Guilford structure of intellect, Measurement : Verbal and Non Verbal
- Aptitude : Meaning, types Educational Implication

Unit-IV Higher level of human ability

- Thinking : Meaning, Nature, Process, Types and Role of Education.
- Reasoning : Concept, Types, Steps and Educational implication
- Problem solving : Characteristics, Types, Steps, Methods, Role of teacher
- Creativity : Concept, characteristics, steps and educational provision

Unit-V Personality, Adjustment and Mental Health

- Personality : Meaning, Nature, Characteristics, Theories of Personality : Type, Trait and Psychoanalytic approach, factors influencing personality
- Assessment of personality : Projective and Non-projective techniques.
- Adjustment : Need, Type, problems and Mechanism
- Mental Health : Meaning, Nature and Factors influence for a good mental health

References :-

- Bhatia H.R. – Elements of educational psychology, orient langman Ltd. Bombay
- Chouhan S.S. – Advance educational psychology, Vikas Publishing House, New Delhi
- Chouhan S.S. – Psychology and adolescence, Allied Publishing, New Delhi
- Gulati Sushma – Education of Creativity, NCERT, 1995
- Mathur, S.S. – Social psychology, Vinod publishing, Agra
- Pathak, P.D. – Advanced psychology, Vinod publishing, Agra
- Dr. Kulshresth, S.P. – Educational psychology

M.A. in Education

Indian Education Historical and Contemporary Perspectives

Paper Ed.104 (First Semester) (2017-18)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)	4	4

Unit – I Indian Education Pre-Independence era

- Education in India During
Vedic
Buddhist and
Medieval Period
- Maculay’s Minutes and Bentik resolution of 1835.
- Admam’s report and its recommendation.
- Wood’s Dispatch of 1854.
- Lord Curzen’s educational policy, Growth of national consciousness, National Education Movement.
- Wordha Scheme of Education 1937.
- Sargent Report 1944.

Unit – II Indian Education Post-Independence era

- University Education Commission 1948- 1949.
- Secondary Education Commission 1952-53.
- Indian Education Commission 1964-66.
- National Policy of Education 1986.
- Revised National Policy1992.

Unit – III Contemporary Issues

- Universalization of Education and related issues such as retention / completion rates in elementary schools.
- Vocationallization of Education.
- Education for girls.
- Issues relating to quality is Education and excellence.

Unit – IV Educational Access, Quality and Equity

- Free, Universal and compulsory school education: SSA and RMSA – provisions, crisis, challenges and remedies.
- Vocational education, and education for entrepreneurship.
- Higher Education: Access, quality and equity concerns.

Unit – V College Campuses and Issues of Participation

- Peace, environment and humanitarian concerns life Skills and education.
- Paradoxical trends (alienation – integration, local – global, altruism- consumerism, etc.)
- Ethics Education. Education for democratic living, Education for Universal human values.

References:

- MHRD (2001): Convention on the Right of the child. New Delhi.
- Ram Jois, M. (1998) Human Rights and Indian Values, New Delhi: N.C.T.E. Pp 80.
- NCERT (1970) Education and National Development – Report of the Education Commission (1964-66), New Delhi: NCERT.
- Singh, S.K. (2010) Fundamentals of Environmental Education, Sharda Pustak Bhawan, Allahabad, Pp. 175
- Govt. of India, report of the University Education Commission, (1949) Vol – I, Simla.
- Niak J.P. (1963) The role of govt. of India, Ministry of Education.
- M.H.R.D. Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. of India.
- M.H.R.D. Challenges of Education (1985). A Policy perspective, Ministry of Education, New Delhi, Govt. of India.
- Shukla, P.D. (1969) Towards the New Pattern of Education in India, New Delhi.

M.A. in Education Teacher Training Technology

Paper Ed.201 (Second Semester)	(2017-18)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit-I Concept development of Teacher Training

- Meaning, Objectives, Needs and Importance of teacher training.
- Development of teacher training in India.
- Teacher professional development and evaluation.
- Problems, difficulties and remedies of teacher training programme and suggestion to improve teacher training quality.
- Resources of teacher training.

Unit-II Models and curriculum of teacher training

- The Teachers college model (Joyce 1968), Stand ford model (1969), Michigan Model (1969)
- Basis of developing training programme
 - Suggestions of Kothari commission
 - Constructing New programme
 - Teacher orientation, Vocational theoretical curriculum
 - Role of Teachers

Unit-III Techniques of Teacher training

- Teaching instruction
- process of student teaching : Objectives, Scope Student Teaching organization and supervision
- In-service teacher training : Needs, importance objectives, principles for in-service education for teachers, institutions, problems and suggestion.
- Recent Techniques : Maxims, Question, Description, Exposition
- Methods : Teaching for problems solving, supervised study, discovery approach, project method
- Techniques for higher Teaching : panel discussion, conference, workshop, seminar, symposium

Unit-IV Approaches of teacher Education

- Competency based teacher education, Analysis of Teacher behaviors
- Modification of teacher behaviors, Supporting activities for teacher

Unit-V Quality of Teacher Training

- Quality management of teacher education
- Management of B.Ed. Courses.
- Teacher performance assessment
- Research in teacher training

References :-

- Pandey, B.N. and Khosla (1975) secondary Teacher Education Curriculum.
- Sharma, R.A. (1986). Shiksha Takniki (Hindi) International Publishing House, 824 P.
- Sharma, R.A (2002) Shiksha Key Tknike Adhar Meerut ; R.Lall PP 1044.
- Clark, C.T. (1970) A General Theory of Teaching of Teaching Journal of Teacher Education Vol. 21, NO 3, 403 p.
- Fkabders, Ned A (1970). Analysing Teaching Behaviour California London Addison – Wesley Publishing Company, P. 44.

M.A. in Education

Comparative Education National and International Perspective

Paper Ed.202 (Second Semester)	(2017-18)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit- I Comparative Education

- Meaning, aims and implications
- Scope, methods and major concepts of comparative education
- Intra and Inter- national educational analysis

Unit-II Modern trends affecting in world education-national and global.

- Comparative Education : Factors and Approaches-Racial, Geographic, Economics, Cultural, Sociological, Philosophical, Linguistic, Scientific, Ecological Religious, Political
- Cross- Disciplinary approach
- Democracy and Nationalism

Unit- III A Comparative study of the system of education of different countries with special Reference to :

- Pre-primary Education – U.S.A, U.K., Russia, India
- Primary Education – U.S.A, U.K., Japan, India
- Secondary Education - U.S.A, U.K., Russia, Japan, India
- Higher Education - U.S.A, U.K., Russia, France, India
- Teacher Education - U.S.A, U.K., Russia, India
- Women’s Education - India

Unit- IV Prevalent problems in developing countries and intervention of educational issues and concerns :

- Environmental degradation and sustainable development
- Population explosion, Universalization of elementary education
- Unemployment, Terrorism and insurgency
- Economic under-development
- Vocationalization of education
- Political instability

Unit- V Role of U.N.O. in improving educational opportunities among member countries

- Official organs of U.N.O. and their educational activities in India

References :-

- Chaube, S.P. A Survey of Educational Problems and Experiments in India, Kitab Mahal, Allahabad, 1956
- Safaya, Dr. Raghunath, Current Problems of Indian Education, Dhanpat Rai & Sons, Delhi, 1966.
- Chaube, S.P. Features of Comparative Education Vinod Pustak Mandir, Agra-2, 1985
- Cramer, J.F. Contemporary Education, New York, Harcourt Brace & World, 1956
- Cramer, J.F. And Browne, G.S., Contemporary Education, Chap.5 and 12, Harcourt, Brace & Company, New York, 1951
- डेरिथिक एल.जे. संयुक्त राज्य अमेरिका में शिक्षा, यूरेशिया पब्लिशिंग हाउस प्राइवेट लिमिटेड, नई दिल्ली, 1967
- चौहान और सिंह अमेरिकन जन-शिक्षा का स्वरूप, गयाप्रसाद एण्ड सन्स, आगरा, 1959
- चौबे, सरयुप्रसाद भारत में शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मन्दिर आगरा, 1976
- चौधरी एवं पाठक भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मन्दिर आगरा, 1969

M.A. in Education

Educational Research Methodology & Statistics

Paper Ed.203 (Second Semester)	(2017-18)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit - I An Introduction to Educational research

- Nature, importance of research.
- Definition, Characteristics, Importance, Scope and objective, Steps of Educational research.
- Types of research : Basic, Action and Applied, Steps of research.

Unit - II Research Design

- Concept of research design, Developing a research proposal, tools and techniques.
- Sampling : Population and Sample :, Advantages of sampling, Characteristics of a good sample, Size of sample, Sampling techniques : Probability and Non-probability sampling, Standard error.

Unit - III Review of Related Literature

- Review of related literature : Meaning, Need, Objective, Importance, Source, Functions of review of literature, Advantages and limitation.

Unit - IV Methods of Research

- Historical Research.
- Experimental Research.
- Survey Method,
- Inter-relation studies-case study, Comparative study

Unit - V Statistical Method

- Measurement of Central tendency – Mean, Median, Mode.
- Measures of Variability – S.D., M.D., Q.D.
- Correlation – Rank difference and product moment method
- Chi – Square test and t- test

References:

- Corey, Stephen M: Action Research to improve school practice, New York, Bureau of Publication, Columbia University.
- Guiford, J.P. : Fundamental Statistics in (psychology and Education, London Mc Graw Hill Book Co.
- Sellting, Clainandtures, Research Methods in Social Relation: London Nethuses & Co.
- Travers, R.M.W., An Introduction to Educational Research, London Mc Million Co.
- Verma, An Introduction to Education & Psychological Research, Bombay, Asia Publishing House
- Sukhia, S.P., Melhotra, P.V. Elements of Educational Research, New Delhi, Allied Publishers.
- Best, J.W., Research in Educational, Englewood, Chiffs, J.N. Prentice Hall.
- शिक्षा अनुसंधान आर.ए. शर्मा

M.A. in Education Population Education

Paper Ed.204 (Second Semester)	(2017-18)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit- I **An Introduction to Population Education**

- Definition & Concept of Population Education.
- History Perspective of Population Education.
- Objectives and approaches of Population Education.
- Components of Population Education and its relation with other discipline.

Unit- II **Demographic Trends of Population in India**

- Status of Population in Madhya Pradesh and India.
- Distribution and density of Population in India.
- Causes of Population growth of Indian.
- Constrictions of Population in India Religious, Social Economics & Political.
- Population Migration, Demographic terminologies.

Unit- III **Population and Quality of Life**

- Meaning of quality of life and development .
- Consequences of Population growth of India.
- Impact of Population growth on quality of life.
- Impact of Population on health service, housing, food, education environment, employment etc.

Unit- IV **Managing Population Resources and Environment**

- Sustainable management of resources-unsustainable consumption and production pattern and their impact of environment, need for fostering production resource use and prevention of environment degradation.
- Interrelation between population and environmental issues.
- Improving quality of the environment

Unit- V **Population and Sustainable Development**

- Integration and population issues in the development strategies : Planning decision making and resource allocation for meeting the needs of all, promoting social justice and eradication of poverty.
- Interrelationship between eradication of poverty and population stabilization.

References:-

1. Mehata : "National Conformal of population on Education", N.C.E.R.T., New Delhi
2. S.P.Jain : "Indian Population Situation", N.C.E.R.T., New Delhi
3. Mehta and Choudhary : "Population of Education" N.C.E.R.T., New Delhi
4. डॉ. के.सी. मलैया एवं शर्मा : "जनसंख्या शिक्षा", विनोदपुस्तकमन्दिर, आगरा।
5. पुष्पादुबे : "जनसंख्या शिक्षण" विवेकप्रकाशन, जवाहरनगर, दिल्ली।
6. सिंह एवं यादव : "जनसंख्या शिक्षा के मूलतत्त्व" जिन्दलबुकस्टोर, महेश्वरीगंज, हापुड़।

M.A. in Education

Educational Administration and Management

Paper Ed.301 (Third Semester) (2018-19)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)	4	4

- Unit-I Nature of Educational Administration**
- Meaning, Scope and importance of educational administration.
 - Conceptual difference: Educational organization, Education Administration and Educational management.
 - Process of Educational administration.
 - New trends – PERT, CPM, System approach.
- Unit-II Institutional Administration**
- Principles of personnel administration.
 - Role of following agencies in effective institutional administration.
 - Management, Teachers & Guardians
 - Supervision and inspection in the development of on institution.
 - Importance of supervision and inspection.
 - Principles of supervision and inspection.
 - Methods of supervision and inspection.
 - Ways and means to tackle the following administration problems.
 - Indifference of management, Lack of Co-operation of teachers, Local Politics Lack of financial and other resources, Student Indiscipline.
- Unit-III The Indian Educational Administrative System**
- Educational directives and other provisions in the constitution.
 - Educational authorities
 - Central, State & Local Bodies
 - Post-independence role of the government of Indian in educational administration.
 - Evaluation and development of the ministry of Human Resource Development : Organization and activities of the ministry of Human Resource Development.
 - Advisory and statutory bodies in Educational Administration –NIEPA, CABE, NCTE, NCERT, SCERT.
- Unit-IV Administration of Primary Education**
- Agencies involved.
 - Role of the government of India.
 - Role of the state government
 - Role of local bodies
 - Centrally sponsored schemes in Primary Education.
 - Administrative problems of primary education
 - Universalization
 - Wastage and stagnation

- Unit-V Development of Modern Concept of Education Administration from 1900 to onwards**
- Taylorism, Administration as a process, Administration as a bureaucracy, Human Relations Approach to Administration
 - Meeting the psychological need of employees, systems approach specific trends in Educational Administration such as (a) Decision making (b) Organizational Compliance, (c) Organizational Development, (d) Modern Trends in Educational Management

References

- Bahtanagar, R.P. & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut: R.Lall. Book Depot.
- Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
- Ravishankar, S., Mishra, R.k., & Sharms, 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.
- Unruh, A. & Turner, E. (1970). Supervision for change and invocation. New York.
- Wiles, K. (1955) .supervision for Better Schools. N.Y.: Prentice Hall.

M.A. in Education Educational Technology

Paper Ed.302 (Third Semester) (2018-19)	Marks 100 (Th.60 & Int.Ass.40)	Cr. 4	Total Credit 4
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Unit-I Concept of Educational Technology

Educational technology: concept, definition, meaning, nature, scope, & significance, Teaching technology and instructional technology, development of instructional technology, trends in educational technology, mass instructional technology, role of technology in education.

Unit- II Approaches of Educational Technology

Hardware, software and system approach: definition, characteristics and advantages. Designing and analyzing system, implementation of system approach in education, concept of cybernetics and system analysis.

Unit- III Communication Process

Communication Process: Concept, nature, process, models and barriers, Mass media – selection and types, Multimedia approach, Classroom communication, Education and Training: Face-to-face, Distance and other alternative modes, Information Theory Channels of communication through mass media in education & Instructional Strategies: lecture, team teaching, discussion, seminar, tutorials, Mastery Learning.

Unit-IV Multi Sensory Aids

Concept, definitions, Classification: Audio, Visual, and Multi Sensory.

Principles of selection of teaching aids, importance and uses.

Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, Video/Educational Television:

Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training,

Unit-V Designing Instructional System

Formulation of instructional objectives, Task Analysis, Instructional Material: PLM – Meaning, types: LPLM, BPLM. MPLM, developing various types of PLM. Development of Modules.

References :

- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behaviour Analysis for Teachers*.
London: Merrill Publishing Co, 1986.
- Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986.
- Chouhan, S.S.: Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction, Sterling Publication, New Delhi, 1982.
- Das, R.C. Educational Technology: *A Basic Text*. New Delhi: Sterling, 1992.
- Dececco. J.P. Educational Technology, New York: HRW, 1964.
- Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.
- Kulkarni, S.S.: Introduction to Educational Technology, Oxford and IBH, New Delhi, 1986.
- Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
- Mohanty, J.: Educational Broadcasting, Sterling Publishers, New Delhi, 1984.
- Rao. V. Educational Technology. Delhi: Himalayan Publishing House, 1991.
- Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.
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M.A. in Education

Value Education & Human Rights

Paper Ed.303(a) (Third Semester)	(2018-19)	Marks 100 (Th.60 & Int.Ass.40)	Cr. 4	Total Credit 4
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- Unit-I Concept of Human Value, Value Education towards Personal Development.**
- Aim of Education and value education: Evolution of value oriented education; Concept of Human value; types of value; Components of value education
 - Character Formation Towards Positive Personality: Truthfulness Constructively Sacrifice, Sincerity, Self Control, Altruism, Tolerance, Scientific vision.
- Unit-II Value Education towards National and Global Development**
- National and International Value - Constitutional or national value – Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity
 - Social Values – Pity and probity, self control, universal brotherhood
 - Professional Value – Knowledge trust, sincerity in profession, regularity, punctuality and faith.
 - Religious Value – Tolerance, wisdom, character
 - Aesthetic Value – Love and appreciation of literature and fine arts and respect for the same.
- Unit-III Human Rights**
- Concept of Human Rights – Indian and International Perspectives.
 - Evolution of Human Rights
 - Definitions under Indian and International documents
 - Indian constitution and Human Rights
- Unit-IV Human Rights and its types**
- Classification of Human Rights
 - Human Rights of Women and children
 - Human Rights of Worker
- Unit-v Violations and Redressel**
- Violation by State
 - Violation by Individuals
 - Nuclear Weapons and terrorism
 - Safeguards
 - Human Rights Commission

References :

- Dilip jakhad Manavadhikaar
- Dr. Pushpalata taneja Manavadhikaar aur bal soshan
- Manchand Khandela Human rights and Social relations

M.A. in Education

Computer Education

Paper Ed.303(b) (Third Semester)	(2018-19)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit – I Basics of Computer Hardware

- Computer : Structure block diagram
- Computer Hardware : Meaning and Classification
- Working of : Input Devices, Processing Devices, Output devices
- Memory devices : Primary – Ram, Rom
Secondary – HDD, FDD, CD-ROM
Auxiliary Memory
- Emerging Computer hardware technologies

Unit – II Software Applications

- Application Software : Meaning, Classification
- System Software : Meaning, Classification (Dos, Window in details)
- Documentation preparation making of synopsis, Cover page, Report writing by using word processing (MS-Word and Page Maker)
- Use of Spreadsheet (Excel, SPSS) :- Data Entry, Data Analysis Charts, graphs, Computer in data analysis, statistical packages
- Presentation Software :- Power Point Presentation of report

Unit – III Computer in Education

- Computer aided instruction
- CAI :- Meaning, Modes
- Advantages and disadvantages of Computer Assisted Instruction
- Multimedia : Meaning use of multimedia CD-ROM's for educational Purposes

Unit – IV Internet

- Internet : Meaning, History, Working, Educational uses of the internet including, educational websites & resources : downloading informations;
- Understanding the basics of Hypertext marks UP Language (HTML);
Internet Services providers (ISPs) Surfing the Internet Searching;
Connecting, Communication, Downloading web education

Unit – V Electronic Mail

- Electronic mail : Application and usages of E- Mail

Reference Books:-

- Agrawal, Vinod C. (1960) – Pedagogy of Computer literacy ; an Indian Experience, Concept , New Delhi
- Alexis leon & Mathews – The Binger's Guide to Computer : Leon Press, Chennai and Vikash Publishing House Pvt. Ltd. New Delhi
- Bansal S.K. (2002) – Fundamentals of Information Technology ; APH Publishing Cooperation, New Delhi

M.A. in Education

Perspective of Extension Education

Paper Ed.304(a) (Third Semester)	(2018-19)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit-I Concept of Extension Education

- Meaning, Definition, Scopes and Objectives of Extension Education.
- Characteristics, Philosophical and Sociological Perspective of Extension Education.

Unit- II Principles Methods and Process

- Principles of Extension Education
- Methods of Extension Teaching
- Steps in Extension Teaching
- Aids of Extension Teaching

Unit- III Forms of Education

- Formal Education & Extension
- Informal Education & Extension
- Non-formal Education
- Adult Education & Extension

Unit-IV Historical Perspectives of Extension Education

- Extension work in India.
- National rural development programs & Extension
- Extension Education in Abroad – America, Japan, Israel, China, Nepal & Myanmar.

Unit-V Communication Support in Extension Work.

- Overview of Communication
- Role of Communication in development
- Process and Motivation
- Methods & Media of Communication

References:

- Bijendra Kumar - Extension Education for human resource development.
- and B.S. Hansra -
- S.V. Supe - Extension Education.
- B.K. Choubey - Extension Education.
- Dr.K.C.Mallaya - Jansankhya Shiksha
- S.C.Srivastava - Dynamics of Demographic Studies
- Dr.D.S.Baghel - Demography
- Dr.J.P.Dubey - University Extension in India: A historical perspective
- गीता पुष्प शाह - प्रसार शिक्षा
- हरपालानो - प्रसार शिक्षा

M.A. in Education Disaster Management

Paper Ed.304(b) (Third Semester)	(2018-19)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

- Unit-I Disasters:** An Overview: Disaster: meaning, factors, significance, causes and effects; Type of disasters: earthquake, flood, cyclone, drought and famine, landslide, snow avalanche, fire, forest fire, industrial and technological disasters and epidemics: conflicts, community/ethnic clashes and warfare.
- Unit-II Planning Disaster Management:** Planning, policies and management of disasters: Awareness about disasters: public awareness programme and mobilizing community participation; Role of various agencies: Government military and para-military forces, NGOs, media, disaster mapping predictability, forecasting, preparing community and mitigation.
- Unit-III Impact of disasters:** on individuals, families, groups; on children women and the elderly; physical, economic and psycho-social.
- Unit-IV Relief and Reaching out:** Search, rescue, evacuation and shelter for victims; Clearance of debris, disposal of the dead and damage assessment; Trauma centre management: psycho-social care; emergency health operations and safety measures: drinking water, food nutrition and hygienic sanitation; Emergency support functions and their coordination.
- Unit-V Reconstruction and rehabilitation:** Rehabilitation: social, economic, health and hygiene aspects; Reconstruction and rehabilitation; Disaster resistant housing, house relocation, repairing, strengthening of house, Monitoring and evaluation.

References :

- Abarquez I and Murshed Z, 2004, Community-Based Disaster Risk Management: Field Practitioners Handbook New Delhi, Asian Disaster Preparedness Center
- Anderson M and Woodrow P., 1998, Rising from the ashes: Development Strategies in times of Disaster, London: ITDG Publishing, WWW.itdgpublishing.org.uk
- Blaikie P, Cannon T, Davis I and Wisner B, 2004, At risk: Natural hazards people's Vulnerability and disaster, London; Routledge.
- Carter I 2002, Preparing for disaster, PILLARS Guide, Tearfund UK, Order from roots@tearfund.org or download from www.tearfund.org/tilz
- Carter I, 2003, Mobilising the community the community PILLARS Guide, Tearfund UK, Order from roots@tearfund.org or download from www.tearfund.org/tilz
- Deshpande B.G. 1996, Earthquakes Animals and Man Gurgaon : JAC Trust
- Heijmans A and Victoria L 2001, Citizenry-Based and Development-Oriented Disaster Respons, Philippines: Centre for Disaster Preparedness.
- Monan, Munasingheand Clarke Clarkecaroline, 1992, Disaster Prevention fro Sustainable Development, Economic and Policy Issues, Geneva : World Bank
- Murthy, D.B.N. 2007, Disaster Management: Test and Case Studies, New Delhi Deep & Deep

M.A. in Education Teaching Practice

Paper – 305 (Third Semester) (2018-19)	Marks 100	Cr.	Total Credit
		2	2

Process and Evaluation of practice teaching

- 1 Regular classroom teaching (Simulated)
2. Supervision of teaching
3. Preparation of lesson plan
4. Preparation of objective based objective type question.

(At least one question from each :- Knowledge, Understanding and Application based)

M.A. in Education

Advance Special Education

Paper Ed.401 (Fourth Semester)	(2018-19)	Marks 100 (Th.60 & Int.Ass.40)	Cr. 4	Total Credit 4
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Unit-I Introduction of Special Education

- Meaning, Concept, principles, objectives, needs of Special Education
- Historical perspective and relevance of special education.
- Role of Government organization & agencies RCI, NCERT, SCERT and NCTE in special education;
- Introduction of national level disability institutes of the country

Unit-II Impairment, Disability and Handicap Introduction of Special Education

- Concept, Meaning of impaired, disability and handicapped.
- Concept, Meaning, Type of Exceptional children.
- Identification, characteristics, Classification of visually impaired,
- Hearing impaired, mentally retarded, learning disabled.
- Role of teacher, Educational Programmes

Unit-III Education of gifted and creative Children

- Concept, Meaning. Principles gifted and creative children.
- Nature, identification, characteristics of gifted and creative children.
- Role of teacher, Educational Programmes

Unit-IV Integrated Education

- Concept, Meaning, Characteristics of Integrated Education
- Scope and importance of integrated Education
- Role of Parents, Community, Planners and administrators general and special teachers

Unit-V Rehabilitation of children with special needs

- Guidance and counselling of parents towards education & rehabilitation of their children.
- Role of Non-Government organizations (NGOs) in education and rehabilitation of CWSN
- M.P. State level/Programmes/Schemes with reference of education and rehabilitation of CWSN

References:

- Dash, M (2000), Education of exceptional children, : Atlantic Publishers and distributions, New Delhi
- Hollrahan D. & Khauffmen(1978), Exceptional Children : An Introduction to Special Education, : Englewood & J Prentice hall
- Mangal S.K.(2009), Education exceptional children : An Introduction to Special Education, : Prentice hall of India
- Panda, K.C.(1997), Education exceptional children : An Introduction to Special Education, Vikash Publishing House, New Delhi
- Yessldyke , E. James. Bob, A, Special Education : A Practical Approach for Teachers, : Kanishka Publishing Distributes, New Delhi

M.A. in Education Guidance and Counselling

Paper Ed.402 (Fourth Semester)	(2018-19)	Marks 100	Cr.	Total Credit
		(Th.60 & Int.Ass.40)	4	4

Unit-I Guidance

- Meaning and Definition, Developmental concept of Guidance leading to Modern Concept, Nature and Scope of Guidance,
- Philosophical, Sociological and Psychological Foundations of Guidance: Aims and Principles of Guidance.
- Guidance and Education: Specific Relationship. Revolutionary changes in Modern Human Society. Need of Guidance-General and with special references to Indian Cultural Background.

Unit-II Counselling

- Meaning, historical development and importance of counselling.
- Types -Individual and Group counselling. Approaches of counselling: Directive, Non directive. Eclectic counselling. Techniques in counselling: Steps of counselling. The Qualities of effective counsellor.
- Counselling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview (types of Interview), procedure of conducting interview. Preparation, process, interpretation, recording, and termination.

Unit-III Tools and Techniques

- Criteria of Good Guidance test: general, practical & psychological. Simple (Non Standardized)
- Tools of Guidance – Characteristics, construction and use by the Guidance worker. Anecdotal and cumulative records, Autobiography and self reports,
- Behavior Description, Questionnaire, Rating Scale and Checklist, Observation and Interview schedules, Sociometric Devices. Scientific (Standardized)
- Tools of Guidance – Psychological Testing: Nature and Preliminary Precautions, Role Advantages and limitations –Intelligence, Personality, Creativity, Aptitude, Attitude and Interest.

Unit-IV Understanding The Individual

- Individual Differences in the process of Guidance and Counseling -Nature and Importance.
- Nature of Individual's Personality, its significance
- Adjustment: Meaning and Mechanisms and development of Strategies for enhancing Adjustment
- Principles of Educational and Vocational Planning, world of work and world of education.
- Importance of assessing interest for educational and vocational guidance

Unit-V Organization of Guidance Program at Various levels

- Secondary and college level, Need for Practical Programs of Service.
- Basic Services of Guidance and Counseling, Role of various personnel and agencies in an organized program of services.
- Referral Services – Special and Community.

References

- Agarwala J.C: Educational and Vocational Guidance & Counseling, Doaba House, New Delhi,1965.
- Barki B.G.,& Mukhopadhyay B : Guidance and Counseling- A manual, Sterling Publishers Pvt. Ltd, New Delhi,1989.
- Bhatnagar R.P : Guidance and Counseling in Education and Psychology, R. Lall Book Depot, Meerut,2011.
- Bernard, H.W.: Towards Better Personal Adjustment. McGraw Hill Book Co., New York,1957.
- Cattle, C. and Downie, N.M.: procedures and preparation for counseling, Englewood Cliffs, New Jersey, 1960.
- Chauhan S.S: Principles and Techniques of Guidance, Vikas Publishing House Pvt. Ltd, New Delhi,2001.
- Chibber S.K: Guidance and Educational Counseling, Common Wealth Publishers, New Delhi,2008.
- Crow and Crow : An Introduction to Guidance, Eurasia Publishing House (P) Ltd, New Delhi,1962.

M.A. Education

Adult and Continuing Education

Paper Ed.403(a) (Fourth Semester) (2018-19)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)	4	4

Unit – I An Introduction to Adult Education

- Concept, need, importance, objectives and scope of Adult Education
- Formal, informal and non-formal Education
- Traditional Literacy and functional literacy

Unit – II Approaches of Adult Education

- Different approaches for importing literacy mass approach, selective approach and campaign approach.
- National policy on Education and Adult Education, National Literacy Mission, Jan Shikshan nilayams.
- Adult learning – Characteristics of Adult learners, Motivating Adult for learning.

Unit – III Methods of Teaching Literacy

- Methods of Teaching Literacy – Traditional Method, Zero Method, Alphabetic.
- Integrated Literacy Method, Naya Savera Method and Ansari Method.
- Method of Adult Education – Lecture, Discussion and Demonstration.

Unit – IV Role of Mass Media

- The role of Mass Media (Radio, T.V., Films, and News papers) in Adult Education.
- Agencies of – Central Govt., State Govt., Sharmik Vidyapeeths, State Resource Centre, Universities, Voluntary Organization.

Unit – V Literacy Campaigns

- Success stories of Literacy campaign of following countries :-
 - (a) Cuba (Cuban Mass Literacy Campaign)
 - (b) Brazil (Brazilian Literacy Movement)
 - (c) Tanzania (Tanzania Mass Literacy Campaign)
 - (d) Vietnam (Mass Literacy Campaign in socialist Republic of Vietnam)

References:-

- Bordia, Anil, J.R. Kidd & J.A. Drapert(eds.) (1973). in India – A Books of Readings, Bombay: Nachiketa Publication Ltd.
- Bhatia, S.C.& Srivansanva (1978). Literacy, Literacy Materials and their preparation: A General perspective, New Delhi: Directorate f
- Bhola, H.S. (1984) Campaigning for Literacy – Eight National Experiences of the Twentieth Century with a memorandum to decision makers, UNESCO, Paris
- Coles, Edwin K. Townsend (1977). In Developing Countries, New York, Pergamon Press.
- Cropley, A.J. (1977) . Life Long Education: A Psychological Analysis New York,Pergamon Press.

M.A. Education Distance Education

Paper Ed.403(b) (Fourth Semester) (2018-19)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)	4	4

Unit - I Distance Education and its development

- Nature, definitions and teaching. Learning components.
- Needs and characteristics of Distance Education.
- Growth of Distance Education.
- Distance Teaching Learning system in India.

Unit - II Intervention and strategies at a distance

- Information and Communication Technologies and their application in Distance Education.
- Designing and preparing self instructional material.
- Electronic media (T.V.) for Education.

Unit - III Learning at a distance

- Student support service in Distance Education and their management.
- Technical and vocational programmes through Distance Education.
- Programmes for women through Distance Education.

Unit - IV Quality Enhancement

- Distance Education and Rural Development.
- Quality assurance of Distance Education.

Unit - V Programme Evaluation

- Mechanisms for maintenance of standards in Distance Education.
- Programme evaluation.
- New Dimensions in Distance Education promises for the future.

Reference

- Anand Satyapal, University Without Walls : The Indian Perspective in Correspondence. Education, New Delhi : Vikash Publishing House Pvt. Ltd., 1985.
- Bates, A.W., Technology Open Learning and Distance Education,, London : Routledge, 1995.
- Chib, Sukhdev Singh Teaching b Correspondence in India, Delhi :Light and Life Publishers, 1977.
- Dodds, Johnny, Administration of Distance Teaching Institutions, U.K.: Institutional Extension College, 1983.
- Eligton, H., Producing Teaching Materials, London : Kogan page, 1985.
- Freeman R., Managing Open System, London : Kogan Page, 1977.
- Holmberg, B., Status and Trends of Distance Education, London : Kogan Page, 1981.
- IGNOU, Open Learning System in India, New Delhi : IGNOU, 1996.
- Jegede, O., and Shive, G(ed.), Distance Education in the Asia Pacific Region, Hong Kong : Open University of Hong Kong Press, 2001.
- Keegan, D., The Foundations of distance Education, U.S.A.: Croom Helm, 1986.
- Koontz, O'Donnel and Weihrich Essential of Management , London : Tata McGraw hill 1982.
- Laweis, R., How to write Study Materials. London : Council for Educational Technology, 1981.
- Lewis, R., How to Tutor in an Open Learning System, New York : John Wiley and Sons, 1984.
- Manjulika, S. and Reddy, Veenugopal, Unexplored Dimensions of Open Universities, delhi: Vikas Publications, 1999.
- Rowntree, D., Teaching through Self Instruction, London : Kogan Page, 1986
- Rumble, G., The Planning and Management of Distance Education, London : Croom Helm, 1986.

M.A. Education Measurement and Evaluation

Paper Ed.404(a) (Fourth Semester) (2018-19)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)	4	4

Unit-I Concept of Measurement and Evaluation

- Meaning and definition, Educational measurement and evaluation concepts, scope, need and relevance.
- Difference between Measurement and Evaluation.
- Tools of measurement and evaluation, subjective and objective tools, essay test, objective test.
- Bloom's taxonomy of Educational objectives.

Unit-II Features of Desirable Measuring Instrument

- Criteria of a good test.
- Nature and types of validity.
- Nature and types of reliability.
- Nature and types of norms.
- Usability

Unit-III Standardization of tests

- Norm- referenced and criterion referenced tests.
- Scaling standard scores, T-scores, Z-scores and C-scores.
- Standardization of a test.

Unit-IV Psychological test of Measurement

- Achievement, Aptitude, Intelligence, Interests, Skills.
- Scales, questionnaires, schedules, inventories, performance tests.

Unit-V New Trends in Education Evaluation

- Grading.
- Semester.
- Comprehensive continuous Evaluation.
- Question Bank.
- Use of ICT in assessment.
- Qualitative and Quantitative analysis.

References

- 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
- Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York
- Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, New Delhi
- Freeman, F.S(1965), Theory and Practice of Psychology Testing, Holt Rinehart & Winston, 1965

M.A. in Education Woman Studies

Paper Ed.404(b) (Fourth Semester) (2018-19)	Marks 100	Cr.	Total Credit
	(Th.60 & Int.Ass.40)	4	4

Unit-I Basic Concepts

- Sex and Gender Concept, Meaning, Definition, Difference, Role .Stereotyping . Feminism, Concept, Meaning, Definition. Women Development Concept, Meaning, Definition, Women in development (WID), Women and Development (WAD)

Unit-II Historical perspective

- Status of Women- Global and Indian perspective.
- Historical review of the status of women in Indian society.
- Demographic Characteristics of Women population in India

Unit-III Women empowerment

- Concept of Empowerment. Meaning and definition. Indicators of Empowerment.
- Govt. policy and programmes for empowering women in India.
- Non Govt. Initiatives towards women's Empowerment.

Unit-IV Issues and Challenges

- Female literacy and education,
- Vocational and technical training.
- Micro credit programme for women.
- Women's Issues – Health, Education, Social, Political, Legal, Economic, Religious.

Unit-V Crime against Women

- Violence against women, Concept, Meaning, Definition,
- Rape, murder, molestation, sexual harassment at work place.
- Machinery to address crime against women.
- Domestic Violence Prevention Act 2005.

References:

- Sunit Gupta and Mukta Mittal, status of Women & Children in India, Amol Publication Pvt. Ltd New Delhi (1995)
- Shobha saksena, Crime against women & Protective Laws Deep & Deep Publication New Delhi.
- Geeta Chaturvedi, Women Administrators of India, Publication: R B S A Publication Jaipur.
- Agarwal Sushila, Status of Women, Publication: Printwell Publishers, Jaipur – 1988.
- Health Status of Indian Women, Tata Institute of Social Sciences, Bombay – 1988.
- Devendra Kiran, Changing Status of Women in India, Vikas Publishing House Pvt. Ltd. 1994
- Pruthi Rajkumar and Pruthi Romila, Indian Women – Present Status and Future Prospects, Mangal Days Publications, Jaipur, 2003
- UN handbook on national action plan on violence against women