

DEPARTMENT OF EDUCATION

Ordinances, Regulations and Syllabi

**For
M.A. in Education**

Master of Arts in Education

Only that candidate will be entitled to appear in M.A. (Education) examination who has passed B.A. three years degree course with Education as one of the subjects upto the third year of the Bachelor of Arts course or any other examination of a recognized university accepted as equivalent to this degree by the SIDDHARTH UNIVERSITY, Kapilvastu, Siddharthnagar.

The course will be of two years duration. The candidate will be required to have minimum 75% attendance in theory classes and it will be mandatory to complete the practical component of the course. Candidates will not be allowed to take up any full time or part time Job, during the two year M.A. course without written permission of university authorities. The examination will be of 1000 marks out of which 500 marks will be allotted to M.A. previous and the remaining 500 marks to M.A. final year course. It will be mandatory to obtain 30% marks in each paper and 36% marks in the aggregate to be declared pass in each of two years separately. The M.A. final result would be based on aggregate marks of both years and division would be assigned as below:-

Ist Division = 60% or above, IInd Division = 48% or above,
IIIrd Division = 36% or above, Fail = less than 36%

The course to be offered by the candidate are detailed below:-

A -	Courses for M.A. Previous	500 Marks
	Compulsory Papers:	
	1. Philosophical Bases of Education	100 Marks
	2. Psychological Bases of Education	100 Marks
	3. Sociological Bases of Education	100 Marks
	4. Methodology of Educational Research & Statistics	100 Marks
	5. Practical	100 Marks
B -	Courses for M.A. Final	500 Marks
	Compulsory Papers:	
	1. Comparative Education	100 Marks
	2. Teacher Education	100 Marks
	3. Viva - voce	100 Marks
	Elective Papers - any two of the following:	
	1. Economics of Education	100 Marks
	2. Special Education	100 Marks
	3. Foundations of Educational Technology	100 Marks
	4. Educational Measurement and Evaluation	100 Marks

M.A. Previous (Education) Paper – I (Philosophical Bases Of Education)

Course Objectives

To enable the students to develop an understanding about the:

1. Contribution of Philosophy to the field of education.
2. Contribution of various Indian Schools of Philosophy to the field of education.
3. Impact of Western Philosophies on Indian Education.

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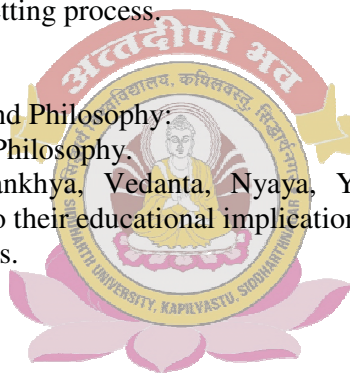
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4. Contribution of a few of the Great Indian Thinkers.
5. Nature and sources of knowledge getting process.

Course Content

Meaning, Nature and Scope of Education and Philosophy:

- Relationship between Education & Philosophy.
 - Indian schools of philosophy: Sankhya, Vedanta, Nyaya, Yoga, Buddhism, Jainism, Islamic Traditions - with special reference to their educational implications.
 - Western Philosophies: Major schools.
 - i. Naturalism
 - ii. Idealism
 - iii. Pragmatism
 - iv. Realism
 - v. Logical positivism
 - vi. Existentialism
- Their educational implications with special reference to epistemology, axiology and the process of education.
- Contributions of Vivekananda, Tagore, Gandhi, Aurobindo and Madan Mohan Malaviya to educational thought.
 - Education and Freedom, Equality Democracy and responsibility.\



Books Recommended

- 1 Bayles, E.E. : Pragmatism In Education, Philosophy of Education Series Harper Row New York, 1971.
- 2 Boyd, William And King : The History Of Western Education, 1972.
- 3 Brubacher, J.S. : Modern Philosophies Of Education.
- 4 Butler, J. Donald : Idealism In Education. Philosophy of Education Series Harper Row, New York, 1971.
- 5 Dewey, John : Democracy and Education. An Introduction, 1974.
- 6 Hirriyana, M. : The Essentials of Indian Philosophy.
- 7 Kilpatrick, W.H. : Education for a Changing Civilization, 1971.
- 8 Magee, John : Philosophical Analysis in Education. Philosophy of Education Series Harper Row, New York, 1971.
- 9 Martin, Owlin, : Realism In Education Philosophy, Education Series Harper Row, New York, 1971.
- 10 Max Wingo : Philosophy of Education. An Introduction, 194.
- 11 Morris, Van Cleve : Modern Movements in Educational Philosophy, 1969.
- 12 Morris, Van Cleve : Existentialism in Education. Philosophy of Education Series Harper Row, New York, 1971.
- 13 Pandey, R.S. : SHIKSHA DARSHAN. Vinod Pustak Mandir, Agra, 1995.
- 14 Dutta & Chatterjee : Bhartiya Darshan, Calcutta.
- 15 Upadhyay, B. : Bhartiya Darshan, Sharad Prakashan, Varanasi.
- 16 Pandey, R.S. : Bhartiya Darshan, Vinod Pustak Mandir, Agra.
- 17 Tripathi, L.J. : Being and Becoming, Gorakhpur.
- 18 Radha Krishnan : Indian Philosophy, Vol-I & II, New Delhi.

M.A. Previous (Education) Paper – Ii (Psychological Bases Of Education)

Course Objectives

To enable the students to understand:

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1. Concept, Nature and Relationship of Education and Psychology.
2. The Contribution of Different Schools of Psychology to Education.
3. The meaning, Nature, Theories and Factors affecting Learning.
4. The Process of human growth and Development.
5. Intelligence and creativity - their nature, Theories and Relationship.
6. The Concept and Theories of Personality.
7. The Needs of Exceptional children and their Education.
8. The Need, Concept and Principles of Guidance and Counselling.

Course Content

- Educational Psychology: Meaning, Need, Scope, Methods and Functions of Educational Psychology, Relationship between Education and Psychology.
- Contribution of the following schools of Psychology to Education.
 - Behaviorism, Gestalt and Psychoanalytical.
- Learning: Its Concept and Definition.
 - Theories of learning: Thorndike's conditioning, 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.
- Process of Growth and Development.
 - Physical, social, emotional and intellectual.
 - Development of concept formation, logical reasoning, creative thinking and problem solving and language development.
- Intelligence: Its theories and measurement.
- Creativity: Its concept, Nature and theories.
 - Relationship between Intelligence and creativity.
 - Development of creativity and its measurement.
- Individual Differences and its implications for Education.
- Personality: Type and theories (Psychoanalytic theory of Freud, Maslow's theory and Bardura).
 - Measurement of personality.
- Mental Health and hygiene.
 - Process of adjustment, conflicts and defence mechanisms.
- Psychology and Education of exceptional children: creative, gifted, physically disabled, learning disabled and intellectually impaired.
- Guidance and counselling:
 - Concept, Principles, Types.

Books Recommended

- 1 Allport, G.W. : Patterns & Growth in Personality, Rinehart & Winston, and New York.
- 2 Anastasi, A. : Psychological Testing, McMillan Pub. Co., New York.
- 3 Chauhan, S.S. : Advanced Educational Psychology, Vikas Pub. House, New Delhi.
- 4 Hilgard, E.R. & Bower, G.H. : Theories of learning Prentice Hall of India, New Delhi.
- 5 Jaiswal, S.R. : *Vyaktitw Ka Manovigyan*, Vinod Pustak Mandir, Agra.
- 6 Majgal, S.K. : Advanced Educational Psychology, Prentice Hall of India Pvt. Ltd., New Delhi, 2002.
- 7 Pandey, K.P. : *Naveen Shiksha Manovigyan*, Amitash Prakashan, Delhi.
- 8 Pathak, P.D. : *Shiksha Manovigyan*, Vinod Pustak Mandir, Agra.
- 9 Singh, A.K. : *Shiksha Manovigyan*, Bharti Bhawan, Patna.
- 10 Skinner, B.F. : Educational Psychology: Prentice Hall of India, New Delhi.

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11 Sorenson, H. : Psychology in Education, McGraw Hill, New York.

M.A. Previous (Education) Paper – Iii (Sociological Bases Of Education)

Course Objectives

To enable the students to understand about:

1. Meaning and nature of Sociology of Education.
2. Social role of Education.
3. Meaning of culture and concept of Modernization and Socialization.
4. Various socio-economic factors and their impact on education.
5. Use of social theories in understanding the process of education.

Course Content

1. Meaning and scope of Sociology of Education. Need of Sociological perspective in Education.
2. Education and Society.
 - (i) Education: as a process in social system.
 - (ii) as a process of socialization.
3. Relationship of education with other social sub-systems like family, community and religion.
4. Culture: Meaning and nature of culture: role of education in cultural context and cultural determinants of education.
5. Social Change: Meaning and concept, education with special reference to the education of S.C., S.T. Women and Rural population.
6. Education as related to social stratification with special reference to the education of S.C., S.T. Women and Rural population.
7. Concept of Modernization and Sanskritization with special reference to Indian society and its educational implications.
8. Socio-economic and political factors and their impact on education.
9. Education in relation to democracy, Nationalism and International understanding.
10. Major Social Theories and their Educational Implications:
 1. Functionalist: Emile Durkheim and Talcolt Parsons:
 2. Marxism:

Books Recommended

- 1 Brookover, W. (1957) : The Sociology of Education, New York, American Book Co.
- 2 Crowin, R.G. (1965) : A Sociology of Education, New Jersey: Prentice Hall.
- 3 Dewey, J (1916) : Democracy and Education, New York: Macmillan Co.
- 4 Durkheim, Emile (1956) : Sociology and Education, New York: The Free Press.
- 5 Freire, Paulo (1973) : Education for Critical Consciousness, New York: Seabury Press.
- 6 Gore, M.S., I.P. Desai (1975) : The Sociology of Education in India, New Delhi: N.C.E.R.T.
- 7 Halsey, A.H. (1975) : Sociology and the Equality Debate, Oxford Review of Education Vol. 1, No.1.
- 8 Kumar Krishna (1989) : Social Character of Learning, New Delhi: Sage.
- 9 Mannheim, Karl and W.A.C. : An Introduction to Sociology of Education, London: Routledge Stewart (1962) & Kegan Paul.
- 10 Ottaway, A.C.K. (1962) : Education and Society London: Routledge & Kegan Paul.
- 11 Parsons, Talcolt (1959) : The School class as a social System Harvard. Educational Review, Vol. 23, No.4.
- 12 Russell, Bertrand, (1938) : Education and the Social Order, London: G. Allen.
- 13 Shukla, S. & Krishna Kumar (1985) : Sociological Perspectives in Education, Delhi: Chankya Publishers.

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- 14 Stub, Holger R. (1975) : The Sociology of Education, Illinois: The Dorsey Press.
15 Waller, Willard (1932) : The Sociology of Teaching, New York: Wiley.

M.A. Previous (Education) Paper – Iv (Methodology Of Educational Research And Statistics)

Course Objectives

The study of this paper will enable the students to:

1. Know the meaning and purpose of research.
2. Understand the research problem and its various phases.
3. Know different methods used in educational research.
4. Use important tools in educational research.
5. Use statistical techniques for the analysis and interpretation of data.

Course Content

Section - A

1. Nature of educational research, Need for research in education, Determining priorities in the field of educational research. Qualitative and Quantitative research, Fundamental, Applied and Action research.
2. Selection and formulation of research problem, Guiding principles of problem selections, sources for locating the problem, statement of problem and determination.
3. Review of Related Literature and its need, Sources of finding related literature.
4. Hypothesis and its need, forms of hypothesis and testing of hypothesis.
5. The Concept of population and sample, methods of sampling features of a good sample.
6. Methods of educational research, Historical, Descriptive and Experimental.
7. Tools of research: Observation, Interview, Questionnaires, Psychological tests and Inventories, qualities of a good test.
8. Preparation of synopsis of research project and writing of research report.

Section - B

1. Tabulation and graphical representation of data.
2. Measures of central tendency. Measures of variability: Range, Quartile percentile, Mean deviation and Standard deviation.
3. Correlation: Spearman's Rank Order and Pearson's Product - Moment Coefficient of correlation.
4. Normal Probability Curve, the properties and application, Skewness and Kurtosis.
5. Comparison of means of two groups through Critical-Ratio/ t-test.
6. Chi-Square Test and its uses in educational research.
7. Analysis of Variance: Simple one-way analysis.

Books Recommended

- 1 Asher, William : Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.
- 2 Best, John W. : Research in Education, New Delhi Prentice Hall of India, 1982.
- 3 Bhatnagar, R.P. et al. : Shiksha Anusandhan, Meerut: Loyal Book Depot, 1995.
- 4 Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.
- 5 Guilford, J.P. & B. Fruchter: Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
- 6 Kerlinger, F.N. : Foundations of Behavioural Research, New York: Holt Rinehart and Winston, Inc, 1973.
- 7 Koul, Lokesh : Vikas Publishing House, 1993.

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- 8 Shukla, P.C. : Experimental Research: Statistical Analysis of Data, in R.P. Bhatnagar (Ed.), Readings in Methodology of Research in Education, Meerut: Surya Publications, 2002.
- 9 Verma, M. : An Introduction to Educational and Psychological Research, Bombay: Asia Publishing House, 1965.
- 10 Yadav, M.S. & S.K. Mitra (Ed.): Educational Research Methodological Perspectives, Baroda: CASE M.S. University, 1989.

M.A. Previous (Education) Paper – V (PRACTICAL)

Course Objectives

This practical work would enable the students to:

- I - Administer the psychological tests to measure mental attributes.
- II - Score the tests administered to measure attributes.
- II - Interpret the collected data.

any Five of the following tests/experiments:-

1. Administration and interpretation of scores of verbal and nonverbal test of Intelligence or Bhatia Battery Performance Test of Intelligence.
2. Administration and interpretation of T.A.T.
3. Administration and interpretation of test of Creativity.
4. Immediate Memory Span (Visual and Auditory)
5. Span of Attention or Span of Apprehension or Impact of Mental set on Attention.
6. Code learning or Learning by substitution or learning by card sorting.
7. Mental work and Fatigue.

Books Recommended

- 1 Anastasi, A. : Psychological Testing, Mac Millan Co. New York, 1982.
- 2 Cronbach. L.J. : Essentials of Psychological Testing, Harper and Brothers, New York, 1960.
- 3 Freeman, Frank S. : Theory and practice of Psychological Testing, New Delhi, Oxford and IBH Publishing Company Pvt. Ltd. 1971.
- 4 सिंह, रामननयन : नदानिक मनोविज्ञान, कल्पानी पब्लिशर, नई दिल्ली, 1983.
- 5 पाण्डेय, वी०वी० : मनोवैज्ञानिक परीक्षण, वसुन्धरा प्रकाशन, गोरखपुर, 2001.
- 6 मिश्रा, आर०एम० : शिक्षा में मनोवैज्ञानिक प्रयोग परीक्षण एवं सांख्यिकीय आलोक प्रकाशन, लखनऊ, 1996.

M.A. Final (Education) Paper - I (Comparative Education (Compulsory))

Course Objectives

1. To enable the students to understand the concept, scope, history and importance of Comparative Education.
2. To acquaint the students with Educational systems of selected countries in terms of factors and methods of Comparative Education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of prevailing trends in those countries.
4. To make the student aware about the role of UN and its various bodies in promoting education.
5. To Create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

Course Content

- Comparative Education - Meaning, Need, Scope and significance.
- Development of Comparative Education in historical perspective.
- Methods of Comparative Education: (i) Juxtaposition (ii) Area Studies (ii) Intra and Inter Educational systems.

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- Factors shaping an educational system: Geographical, economic, cultural, philosophical, sociological, linguistic, historical, ecological, structural and functional factors.
- Role of United Nations and its organs in improving educational opportunities and process.
- A Comparative study of the education systems of countries with special reference to:
 - Primary Education - USA, UK, China and India.
 - Secondary Education - USA, UK, China and India.
 - Higher Education - USA, UK, China and India.
 - Teacher Education - USA, UK, China and India.
 - Adult Education - Brazil, China, Australia and India.
- Problems prevailing in developing countries with special reference to India, their causes and solution through education.
 1. Unemployment
 2. Population Explosion
 3. Casteism and communalism
 4. Illiteracy
 5. Economic Development
- Recent Trends in world Education.
 1. Universalisation of Elementary Education.
 2. Vocationalisation of education in USA and India.
 3. Educational administration in USA, UK and India.
 4. Distance Education and continuing education in Australia, UK and India.

Books Recommended

- 1 Bereday, G.Z.F. (1967) : Comparative Methods in Education, New Delhi: Oxford.
- 2 Biswas, A. and J.C. Agrawal (1972): Comparative Education, New Delhi: Arya Book Depot.
- 3 Hans, Nicholas, (1964) : Comparative Education, London: Routledge and Kegan.
- 4 Jones, Philip E. (1971) : Comparative Education: Purposes and Methods, Australia: Univ. of greens land Press.
- 5 Kandel, I.L.(1933) : Studies in Comparative Education, Barton: Houghton Mifflin.
- 6 King, Edmund J. (1968) : Comparative Studies and Educational Decisions, London: Methuen Education Ltd.
- 7 Malison, V. (1966) : An Introduction to the study of Comparative Education. London: Heinemann.
- 8 Mukherjee, L. (1975) : Comparative Education, New Delhi. Allied Publishers.
- 9 Sodhi, T.S. (1983) : Comparative Education, Delhi: Vikas Publishing House.

M.A. Final (Education) Paper – Ii (Teacher Education (Compulsory))

Course Objectives

1. To enable the students to understand the concept of teacher education and its development in India.
2. To develop an understanding in the students about various modalities used for teachers, teacher educators, and educational administrators for different levels of education.
3. To acquaint the students with the various aspects of student - teaching programmes prevailing in the country.
4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies.
5. To enable the students to develop insight in the major problems of teacher education.
6. To develop in the students and understanding about the important research findings in teacher education.

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Course Content

Unit - I

- Meaning & Scope of Teacher Education.
- Objectives of teacher education at different levels.
- Development of teacher education in India.
- Recommendations of various commissions especially Kothari Commission, NPE 1986 and POA 1982.

Unit - II

- Preparation of Teacher for pre-primary, primary & secondary stages of education.
- Professional preparation of teacher educators & educational administrators.
- Performance appraisal of teachers.
- Preparation of teachers for the teaching of Particular subjects (Languages, social sciences and physical sciences).
- Pre-service training programmes.
- In-service training programmes.
- Training of guidance personnel.

Unit - III

- Student-teaching programme.
- Pattern of student - teaching (internship, block teaching, teaching, practice, off-campus teaching programme).
- Evaluation of students teaching.

Unit - IV

Current Problems:

- Practicing schools in teacher education.
- Preparing teachers for special schools.
- Implementation of curricula of teacher education.

Unit - V

Research activities in the fields of teacher education and its implications with respect to:

- Teaching-effectiveness.
- Criteria of admission.
- Modification of teacher behaviour.

Books Recommended

- 1 AIU : Teacher Education In India, New Delhi, 200.
- 2 Anand, D.L. : Aspects of Education, S. Chand & Co. New Delhi, 1987.
- 3 Chaurasia, G. : New Era In Teacher Education, Sterling Publishers (P) Ltd. Delhi, 1967.
- 4 Gupta, A.K. (Ed.) : Teacher Education: Current and Prospects, Sterling Pub. (P) Ltd. Delhi, 1984.
- 5 Gupta, Arun K. Teacher Education : Current & Prospects, Sterling Publishers (P) Ltd. Delhi. 1984.
- 6 Kaddad, g.M. : Secondary Teacher Education, Himalaya Publishing House, New Delhi. 1988.
- 7 Mukerjee, S.N. (Ed.) : Education of Teachers in India Vol-I, S. Chand & Co., 1968.
- 8 NCERT : Sociology of The Teaching Profession, NCERT, New Delhi, 1970.
- 9 NCERT : Status of Teachers In India, NCERT, Delhi, 1993.
- 10 NETE : Policy Perspectives In Teacher Education Critique & Documentation, New Delhi, 1998.
- 11 Paliwal, M.R. : Teacher Education On More, Uppal Publishing House, New Delhi, 1985.

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- 12 Sharura, S.R. : Teacher Education In India, Vols. I&II, Anmol Pub. Delhi, 1992.
13 Shukla, R.S. : Emerging Trends in Teacher Education, Chug Pub. Allahabad.
14 Singh, L.C. & P.C. Sharma : Teacher Education And The Teacher, Vikas Publishing House, Delhi.
15 Udai Shanker : Education of Indian Teachers Sterling Publishers (P) Ltd. Delhi, 1984.
16 सक्सेना, मिश्रा, मोहन्ती : अध्यापक शिक्षा, आर० लाल बुक डिपो, मेरठ।
17 हरबर्ट, जे० बर्न : प्रारम्भिक अध्यापक प्रशिक्षण, गया प्रसाद एण्ड सन्स, आगरा, 1962.
18 विद्यावती मलेया : शिक्षक प्रशिक्षण, विनोद पुस्तक मंदिर, आगरा, 1966.

M.A. Final (Education) Paper - I (Economics Of Education (Electives))

Course Objectives

To make the student aware about:

1. The meaning, importance and scope of economics of education.
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
3. The concept and relationship between input and output of education.
4. The source and resources of finances for education.
5. The financial resource management.

Course Contents

Unit - I

- Economics of Education: Concept and Definition (Economics, Education, Economics of Education) Scope and Importance of Economics of Education.

Unit - II

- Education as an Industry: Important characteristics of an Industry inherent in an educational System.

Unit - III

- Education as Investment: Concept, Significance and Strategies.

Unit - IV

- Education and Economic development: Human Capital Formation, modernization and educational development.

Unit - V

- Educational Planning: Concept and definition of Educational planning, Approaches to Educational planning - (Social Demand, Manpower, Cost benefit, Social justice) Models of Educational Planning - Bowles model, Tinbergen model.

Unit - VI

- Cost of Education: Definition of cost of education (Unit cost, Social cost, private cost, Total cost, Average cost, Marginal cost, Indirect cost, direct cost, Money cost, Opportunity cost)

Unit - VII

- Educational Benefit: Types of Educational benefit (Private & Social benefits, internal & external benefits) Approaches to measuring Educational benefit.

Unit - VIII

- Cost benefit Analysis: Concept of cost benefit and cost effectiveness. Uses of cost benefit analysis in educational planning.

Unit - IX

- Production Function in Education: Concept of Educational production function, input (basic skills, vocational skills, creativity, attitudes) relationships between input and output.

Unit - X

- Resources for Education: Role of Center, State and Institutions for financing education, problems of financing, Grant - in aid system.

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Books Recommended

- 1 Bhatnagar R.P. & Vidya Agrawal: Educational Administration, Planning & Financing, R. Lall Book Depot. Meerut.
- 2 Blaut, M. : Economics of Education, Himalaya Publishing House, Bombay, 1972.
- 3 Sodhi, T.S. : Education and economic Development, Mukund Publication Ludhiana, 1978.
- 4 Mishra, Atmanand : The financing of Indian education, Asia Pub. House, New Delhi, 1967.
- 5 Padmanabhan C.B. : Economics of educational Planning in India, Araya Book Depot, Karolbagh New Delhi, 1971.
- 6 Psacharpoulos G. : Economics of Education, Pergamon Press, Headington Hill Hall, Oxford, 1987.
- 7 Singh, Baljit : Education as Investment Meenakshi Prakashan Meerut.
- 8 Tiwari, Satish : Educational Developmant & Planning, Anmol Pub. Pvt. Ltd. New Delhi.
- 9 Vaizey, John : Economics of Education, Saber & Faber, London.

M.A. Final (Education) Paper - Ii (Special Education (Electives))

Course of Objectives

To enable the students to:

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestion given by various commission on education of children with social needs for realizing the concept of "Universalization of Education"
3. Identify the specific characteristics and understand modalities of identification of various types of exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

Course Contend

Unit - I

- Meaning and scope of special education, a brief history of development of special education. Scope of special education in India. Government policies and legislations.

Unit - II

- Meaning of Universalization of education as per constitutional provisions as well as state-wise allotment, recommendation given in NPE 1986, POA 1992 and PWD (Persons with disability) Act 1995, National Institute of Handicapped and the role of Rehabilitation council of India.

Unit - III

- Education of Mentally Retarded, characteristics of the retarded, educable mentally retarded, teaching strategies, enrichment programmes.

Unit - IV

- Education of the visually impaired, Hearing impaired, Orthopaedically Handicapped, Gifted and Creative children, Juvenile Delinquents.

Unit - V

- Meaning of an educational intervention-nature and objectives of special schools, concept of mainstreaming, integrated schools and support services provided within them viz, Resource room, Resource teacher, counselor etc.

Unit - VI

- Concept of remedial teaching (specially for learning disabled children), role of other (peer) members of the school (children as well as teachers), family of the "Concerned child" and the community in educating the child who is an exceptional one.

Books Recommended

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- 1 Burt Cyril : The Backward Child, University of London Press, 1950.
- 2 Cruickshank, William M. : Education of Exceptional Children and Youth by Prentice Hall, Inc.
- 3 Frampton, M. & E. Gall : Special Education for the Exceptional (Boston: Proter Sergeant)
- 4 Kuppaswamy, B. : A Text Book of Child Behaviour & Development, New Delhi, Vikas Publishing House, 1976.
- 5 Lloyd, M. Dunn : Exceptional Children in the Schools (New York, Holt, Rinehart & Winston, Inc.)
- 6 Wadin, A.R. (ed.) : The Handicapped Child, Bombay, Tata institute of Social Sciences.
- 7 सिंह, बी०बी० ग्वाड़ी, नरेश चन्द्र : विशिष्ट शिक्षा, नेशनल बुक डिपो (वेशाली प्रकाशन) गोरखपुर।
- 8 भार्गव, महेश चन्द्र : विशिष्ट शिक्षा, भार्गव प्रकाशन, आगरा।
- 9 पाण्डेय, बी०बी० : "विशिष्ट शिक्षा" वसुन्धरा प्रकाशन गोरखपुर।
- 10 वाजपेयी एवं वाजपेयी : विशिष्ट बालक, भारत बुक सेन्टर लखनऊ।
- 11 विष्ट, आभा रानी : विशिष्ट बालक उनका मनोविज्ञान एवं शिक्षा, विनोद पुस्तक मंदिर, आगरा।

M.A. Final (Education) Paper - Iii (Foundations Of Educational Technology (Electives))

Course Objectives

To enable the students to:

- Understand the meaning: scope, a brief history of development and significance of educational technology.
- Understand various approaches of educational technology as its components e.g. hardware and software, systems (multi media).
- Have the knowledge of the new trends in educational technology inside and outside the country.
- Distinguish between communication and instruction.
- Have knowledge of teaching levels, strategies and models of teaching.
- Understand the importance of programmed instructions and researches in E.T.
- Have acquaintance with emerging trends in E.T. along with the resource centers of E.T.

Course Content

Unit - I

- Meaning, scope and significance of E.T.
- A brief history of the development of E.T.
- Approaches of E.T. Software, Hardware and Systems.

Unit - II

- Educational system and national development.
- Reorientation of educational system in India - NPE-86.
- Some new trends in educational Practices.
 - (a) Individualized instruction - programme, computers, multi-media packages and modules for instruction.
 - (b) Group instruction and mass media educational television (ETV) and Radio programmes and the instructional satellite (INSAT) programmes.

Unit - III

- Communication and instruction.
- Concept, components, process and classroom communication.
- Designing instructional system, stages of teaching, Pre-active, Interactive and Post-active.
- Teaching strategies: Meaning, functions & types.
- Models of teaching: concept, functions & types - Glasier's - BTM, Bruner's, CAM & Skinner's - CMM.
- Modification of teaching behaviour: Microteaching, Flanders's interaction analysis and SSST.

Unit - IV

- Emerging trends in E.T.

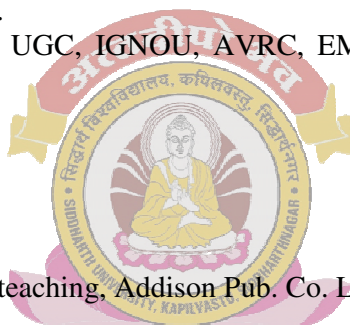
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- Distance education, open learning system and Open University, multi-media, Internet & I.T.
- Evaluation and E.T.: NRT and CRT.
- Resource centers for E.T. - CIET, UGC, IGNOU, AVRC, EMRC, NIST - their activity for the improvement of teaching learning.

Unit - V

- Researches in E.T.
- Future priorities in E.T.



Books Recommended

- 1 Allen, Dwight & Kern Ryan : Microteaching, Addison Pub. Co. London. (1969)
- 2 Amidon, Edmund J. : Interaction Analysis: Theory, Research & Application, and & John B. Hough (1967) Addition Wesley Pub. Com., Reading Massachusetts London Ontario.
- 3 Anudon, E.J. & Elizabeth (1967) : Improving, Teaching the Analysis of Classroom Verbal Interaction, Holt Rinehart and Winston, Inc, New York.
- 4 Benard, H.W. (1965) : Psychology of Learning and teaching, McGraw Hiss, Book Com. New York, London.
- 5 Bigge, Morris L. & Maurice P. : Psychological foundation of Education. A Introduction to Hunt (1962) Human Development and Learning - Harper and Row New York.
- 6 Bloom, B.S. (1956) : Taxonomy of Educational Objectives: Cognitive Domain, Book I McGraw, New York.
- 7 Brece, Joyce & weil Marsha : The Models of Teaching, Prentice Hall, Inc. Engle wood Cliffs (1985) New Jersey.
- 8 Brunce J.S. (1966) : Towards a Theory of Instruction, Massachusetts Harvard University Press.
- 9 Buch, M.B. & Santhanam, M.R. : Communication in Class Room, CASE, MS University, (1970) Baroda-2.
- 10 Coleman, James C. (1971) : Psychology and Effective Behaviour D.B. Tareporevate and Com. Pvt. Ltd. Bombay.
- 11 DeCecco, John & Crawford, : The Philosophy of Learning and Instruction, Prentice Hall (P) W.R. (1977) Ltd., New Delhi.
- 12 Flanders, N.A. (1970) : Analyzing Teaching Behaviour, Addison Wesley Publishing Co. California.
- 13 Gage, N.L. (1964) : Theories of Teaching, NSSE University Press, 63rd Year Book, Chicago.
- 14 Gagne, Robert M. (1982) : The Condition of Learning, Holt, Rinehert and Winston Inc. New York.
- 15 Gallowar, Charles (1976) : Psychology for Learning Teaching.
- 16 Mager, R.F. (1972) : Preparing Objectives for Programmed Instruction.
- 17 Markl, Susan (1964) : Good Frames and Bad - A Grammar of Programme Writing.
- 18 Passi, B.K. : Becoming Better Teacher.
- 19 Pipe, Peter (1966) : Practical Programming.
- 20 Sharma, R.A. (1977) : Technology of Teaching, Modern Pub. Meerut.
- 21 Sharma, R.A. (1981) : Programmed Instruction, An Instructional Technology, International Pub. House, Meerut.
- 22 Skinner, B.F. (1953) : Science and Human Behaviour.
- 23 Skinner, B.F. (1968) : Technology of Teaching, Maredeth Co-operative, New York.

M.A. Final (Education) Paper - Iv (Educational Measurement And Evaluation (Elective))

Course Objectives

1. To acquaint the student with the basic concepts and practices adopted in Educational Measurement & Evaluation.

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2. To help the student understand relationship between measurement, evaluation and statistic in education.
3. To orient the student with tools and techniques of measurement, evaluation and statistics.
4. To develop skills competencies in constructing and standardizing a test.
5. To marks the students understand how various requirements of education are measured evaluated, interpreted and their results are recorded to help learners.

Course Content

Section - A

Unit - I

- Measurement and evaluation in Education: Concept, nature, needs, scope and historical evolution and models of evaluation.

Unit - II

- Instruments of Measurement and Evaluation: Functions, types, characteristics, uses, principles and steps of design with special reference to Intelligence, Achievement, Aptitude, Personality, Attitude scale.

Unit - III

- Evaluation programme: Institutional, Institutional, Instructional and assignmental. Interpretation of results and giving feedback.

Unit - IV

- New trends: Continuous Evaluation, Question Banking, open Book Examination, Grading, Scaling, Semantic Differential Technique, Interaction Analysis Technique, use of computer in Evaluation.

Section - B

Unit - I

- Statistics: Reliability of statistics, concept of error, standard error of statistics, mean, median, standard deviation and correlation.
- Testing of hypothesis, Through Parametric and Non-parametric tests such as (Z-test, t-test, chi-square-test, median-test, sign-test)

Unit - II

- Measures of relationship: Rank order correlation, Product-Moment Correlation, Multiple and Partial Correlation.

Unit - III

- Prediction: Type Regression equations - in Score and deviation form. Prediction to regression equation, standard error of estimate Efficiency of Forecasting.

Unit - IV

- Analysis of variance (one way and two way classification)
- Scaling of test scores: Percentile scale, z-scale, T-scale and Stanine-scale.

Books Recommended

- 1 Anastasi, A. : Psychological Testing (fifth-21) Macmillan Pub. Co. Inc. New York.
- 2 Cronbach, L.J. : Essential of Psychology Trends Harper Row, New York.
- 3 Ebel, R.I. : Essential of Educational Measurement, (third will Prentice Hall Inc. New

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- Jersey, 1970).
- 4 Ferguson, G.A. : Statistical Analysis in Psychology and Education, McGraw Hill International Book Co. (1981).
- 5 Garrett, H.E. : Statistics In Psychology and Education, Vikas Peffer & Simara Com., Ins. New York.
- 6 Guilford, J.P. : Fundamental Statistics In Psychology and Education, McGraw Hill (1965).
- 7 कपिल, एच0के0 : सांख्यिकी के मूल तत्व, भार्गव पुस्तक प्रकाश, 4 / 230, कचहरी घाट, आगरा-4
- 8 गुप्ता, एस0सी0 : आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।
- 9 गुप्ता, एस0सी0 : सांख्यिकी विधियाँ एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।
- 10 अस्थाना विपिन एवं अग्रवाल, रामनारायण : मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मंदिर, आगरा।
- 11 भार्गव, महेश : आधुनिक मनोवैज्ञानिक परीक्षण, हर प्रसाद भार्गव, पुस्तक प्रकाशन 4 / 230, आगरा-4
- 12 श्रीवास्तव, डी0एन0 : सांख्यिकी एवं मापन, विनोद पुस्तक मन्दिर, आगरा-2
- 13 पाण्डेय, बी0बी0 एवं सिंह, आर0के0 : मापन मूल्यांकन एवं प्राथमिक सांख्यिकी, वसुन्धरा प्रकाशन, गोरखपुर।
- 14 कर्णपाल, लक्ष्मीदत्त : मापन मूल्यांकन एवं सांख्यिकी, जौनपुर।

M.A. Final (Education)

Viva-voce

