

# Syllabus

## Education

For

4<sup>th</sup> Year U.G. (Hons.)/ 4<sup>th</sup> Year U.G. (Hons. with Research)

and

P.G. Programme

Effective from the Session 2024-25



**Maharaja Suhel Dev University, Azamgarh**

**Semester-wise Titles of the Papers for 4<sup>th</sup> year U.G. (Hons)/4<sup>th</sup> year U.G.  
(Hons. With Research)/ M.A. (Education)**

<b>4<sup>th</sup>Year U.G. Degree (Hons)/ 4<sup>th</sup> Year U.G. (Hons. With Research)/ M.A. I<sup>st</sup> Year</b>						
<b>YEAR</b>	<b>SEM</b>	<b>COURSE CODE</b>	<b>PAPER TITLE</b>	<b>TH/P/RP</b>	<b>CREDIT</b>	<b>PAGE NO.</b>
4	7	E040701TC	Philosophical Foundation of Education	TH	4	5-6
4	7	E040702TC	Sociological Foundation of Education	TH	4	7-8
4	7	E040703TC	Educational Research	TH	4	9-10
<b>Choose any one from the following Electives.</b>						
4	7	E040704TE	Statistics in Education	TH	4	11-12
4	7	E040705TE	Political and Economic Foundation of Education	TH	4	13-14
4	7	E040706RP	Research Project (Only for Hons with Research Students. They will choose research project instead of Elective papers)	<b>RP</b>	<b>4</b>	15
<b>PRACTICAL</b>						
4	7	E040707P	Institutional Planning, Cost-benefit analysis, Socio-economic Survey	P	4	16
<b>YEAR</b>	<b>SEM</b>	<b>COURSE CODE</b>	<b>PAPER TITLE</b>	<b>TH/P/RP</b>	<b>CREDIT</b>	<b>PAGE NO.</b>
4	8	E040801TC	Psychological Foundation of Education	TH	4	17-18
4	8	E040802TC	Measurement and Evaluation in Education	TH	4	19-20
4	8	E040803TC	History of Indian Education	TH	4	21-22
<b>Choose any one from the following Electives.</b>						
4	8	E040804TE	Comparative Education	TH	4	23-24
4	8	E040805TE	Value and Peace Education	TH	4	25-26
4	8	E040806RP	Research Project (Only for Hons with Research Students. They will choose research project instead of Elective Papers.)	TH	4	27
<b>PRACTICAL</b>						
4	8	E040807P	Practical of Psychological Tests	P	4	28

M.A. II <sup>nd</sup> Year						
YEAR	SEM	COURSE CODE	PAPER TITLE	TH/P/RP	CREDIT	PAGE NO.
5	9	E050901TC	Guidance and Counselling in Education	TH	4	29-30
5	9	E050902TC	Technological Foundation of Education	TH	4	31
<b>Choose any one from the following Electives.</b>						
5	9	E050903TE	Contemporary Issues and Problems in Indian Education	TH	4	32-33
5	9	E050904TE	Distance Education	TH	4	34-35
<b>PRACTICAL AND PROJECT WORK</b>						
5	9	E050905P	Programmed Instruction, Use of Tools of Communication Technology—Map, Doordarshan, Computer, Projector	P	4	36
5	9	E050906RP	Dissertation	RP	4	37
YEAR	SEM	COURSE CODE	PAPER TITLE	TH/P/RP	CREDIT	
<b>One elective paper will be selected from each of the following Three Groups: A, B, and C.</b>						
<b>GROUP- A</b>						
5	10	E051001TE	Inclusive Education	TH	4	38-39
5	10	E051002TE	Curriculum Studies	TH	4	40-41
<b>GROUP- B</b>						
5	10	E051003TE	Teacher Education	TH	4	42-43
5	10	E051004TE	Environmental Education	TH	4	44-45
<b>GROUP- C</b>						
5	10	E051005TE	Innovation in Education	TH	4	46-47
5	10	E051006TE	Educational Management and Administration	TH	4	48-49
<b>PRACTICAL AND PROJECT WORK</b>						
5	10	E051007P	Viva-voce, Educational Tour, Seminar, Assessment of Research Article	P	4	50
5	10	E051008RP	Dissertation	RP	4	51

## Syllabus Developed by:

S.N.	Name	Designation	Department	College/ University	Sign.
1.	Dr. Jarrar Ahmad	Asst. Prof.	Education	Shibli National P.G. College, Azamgarh	
2.	Dr. Ashok Kumar	Professor	Education	D.C.S.K.P.G. College, Mau.	
3.	Dr. Vishal Kumar Jaiswal	Asst. Prof.	Education	D.C.S.K.P.G. College, Mau.	
4.	Mr. Santosh Kumar Yadav	Asst. Prof.	Education	D.C.S.K.P.G. College, Mau.	
5.	Dr. Krishna Dev Upadhyay	Asst. Prof.	Education	D.C.S.K.P.G. College, Mau.	

## External Expert:

S.N.	Name	Designation	Department	College/ University	Sign.
1.	Dr. Prem Shankar Ram	Professor	Education	B.H.U. Varanasi	

## Structure of the Four-Year Undergraduate (Hons.) / Four-Year Undergraduate (Hons. With Research) and Postgraduate Curriculum in Education: -

This curriculum is divided into four semesters which are as follows:

1. After the completion of first two semesters (seventh and eighths) without a research project a student will be granted the degree of **Graduation (Hons.)**. Otherwise, it will be considered as the first year of postgraduation.
2. The After the completion of first two semesters (seventh and eighths) with a research project a student will be granted the degree of **Graduation (Hons. With Research)**. For Graduation Hons. With Research Only those students will be eligible who secured 75% marks or above in the first six semester.
3. After the completion of last two semesters (ninth and tenths) a student will be granted the degree of Post graduation in Education.
4. All the theoretical papers will carry 100 marks each, which includes 25 marks for internal assessment and 75 marks for the written examination, to be conducted by the University. Evaluation of internal assessment will be based on Mid-Term exams and assignment.

## Guidelines for the Completion of this Curriculum:

**Seventh Semester:** - There shall be three compulsory theory papers, and fourth theory paper will be comprises of two elective papers. The students of U.G. Hons. /M.A. Previous will choose any one of the two. The students of U.G. (Hons. With Research) shall choose a Research Project in place of elective paper. The fifth paper will be of practical in nature which shall be evaluated by the external examiner appointed by the university from the panel of examiners recommended by the respective board of studies. Each paper will carry 100 marks with 4 credits. The research project will be evaluated in the eighth's semester.

**Eighths Semester:** - There shall be three compulsory theory papers, and fourth theory paper will be comprises of two elective papers. The students of U.G. Hons. /M.A. Previous will choose any one of the two. The students of U.G. (Hons. With Research) shall choose a Research Project in place of elective paper. The fifth paper will be of practical in nature which shall be evaluated by the external examiner appointed by the university from the panel of examiners recommended by the respective board of studies. Each paper will carry 100 marks with 4 credits.

**Ninths Semester:** - There shall be two compulsory theory papers. and third theory paper will be chosen from two elective papers. The fourth paper will be of practical in nature which shall be evaluated by the external examiner appointed by the university from the panel of examiners recommended by the respective board of studies. Fifth paper shall be of research project (Dissertation). Evaluation of research project will be done in tenth semester. Each paper will carry 100 marks with 4 credits.

**Tenths Semester:** - Six papers of elective nature are divided into three groups (A, B, and C). Students shall choose one paper from each group. The fourth paper will be of practical in nature which shall be evaluated by the external examiner appointed by the university from the panel of examiners recommended by the respective board of studies. Fifth paper shall be of research project (Dissertation). Evaluation of research project shall be done by the external examiner appointed by the university from the panel of examiners recommended by the respective board of studies. Each paper will carry 100 marks with 4 credits.

<b>Abbreviation</b>	<b>Description</b>
TC	THEOTY COMPULSARY
TE	THEOTY ELECTIVE
RP	RESEARCHPROJECT
P	PRACTICAL

Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)/ M.A.(Prev.)	Year: Four	Semester: <b>Seventh</b>
Subject: Education		
Course Code: <b>E040701TC</b>	Course Title: <b>Philosophical Foundation of Education</b>	
<b>Course outcomes:</b>		
<p>After studying this paper students will be able-</p> <ul style="list-style-type: none"> <li>to explain the Indian and western concepts philosophical traditions.</li> <li>to explain the impact of philosophy on education.</li> <li>to identify different areas of educational philosophy.</li> <li>to analyze the western school of thoughts on education</li> <li>to describe the contributions of Indian philosophers to education.</li> <li>to evaluate the impact of Indian philosophy on various aspects of education</li> </ul>		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Philosophy: Meaning, Nature and Functions, Branches of Philosophy, Relationship between education and philosophy, Concept of educational philosophy.	15
<b>II</b>	Western School of Thoughts: Idealism, Naturalism, Realism, Pragmatism, Marxism and Existentialism (In context to reality, Knowledge, values and their educational implications--- aims, curriculum and Teaching methods)	20
<b>III</b>	Indian School of Thoughts: Sankhya, Vedanta, Buddhism, Jainism, Islam (In context to reality, Knowledge, values and their educational implications--- aims, curriculum and Teaching methods)	20
<b>IV</b>	Contributions of Vivekanand, Rabindranath Tagore, Mahatma Gandhi, Maharishi Aurobindo to education.	20
<b>Suggested Readings:</b>		
<p>Taneja, B.R. (1979), Socio-Philosophical Approach to Education Atlantic Public, Delhi.  Naylor, George F. (1971), Introduction to the Philosophy of Education, John Dilli and Sons  Baker John L. Marden(1980), Philosophy of Education Tata Mc.grahill  Maril L. (1971), Positive Relativism an Emergent Education Philosophy Vigney,  Harper Ro Singh, Baljit (1984), Education an Investment Meenakshi Prakashan Meerut.</p>		

ओड, एल.क ., शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी जयपुर।

गोवर इंद्रा, संसार के महान शिक्षा शास्त्री, विश्वविद्यालय प्रकाशन, वाराणसी।

शर्मा, राम सिंह, श्रीवास्तव, आर., शिक्षा के दार्शनिक एवं समाजशास्त्री आधार, संजय पब्लिकेशन, आगरा।

वशिष्ठ, के.सी ., शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, श्री विनोद पुस्तक मंदिर आगरा ।

किरण चांद, शिक्षा दार्शनिक परिपेक्ष, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय।

पाण्डेय, के.पी ., शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।

Programme/Class: U.G. (Hons)/ U.G. (Hons. With Research)/ M.A.(Prev.)	Year: Four	Semester: <b>Seventh</b>
Subject: Education		
Course Code: <b>E040702TC</b>	Course Title: <b>Sociological Foundation of Education</b>	
<b>Course outcomes:</b> Students will be able to: Understand the social perspective of education. Gain knowledge about the relationship between education and society. Understand the importance of social stratification. Explain the importance of social change through social mobility.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
<b>I</b>	Education and Sociology: Meaning, Nature, Scope, Characteristics and Interrelation. Educational Sociology and Sociology of Education	15
<b>II</b>	Socialization in India, Major social determinants of educational objectives. Agencies of Education: Family, Society, and State	20
<b>III</b>	Westernization, Modernization and Education, Education in reference to Urbanization, Religion and Education, Social Stratification and Education.	20
<b>IV</b>	Contribution of J. Krishnamurthy, Paulo Freire, Wollstonecraft, and Savitribai Phule in social change.	20
<b>Suggested Readings:</b>  Pachauri, Girish (2009), Educators in the Emerging Indian Society, International Publishing House, Lyle Book Depot, Meerut. Pandey, K.P. (2007) Philosophical and Social Basis of Education, University Publications, Varanasi. Pandey, Ram shakal (2000). Teachers in Emerging Indian Society, Vinod Pustak Mandir, Agra. Mathur, S.S. (2009). Philosophical and Social Basis of Education Vinod Pustak Mandir, Agra. Mishra, Upa (2008), Sociology of Education, New Kailash Publications, Allahabad. L. Raman Bihari (2009), Philosophical and Sociological Theories of Education, Rastogi Publications, Meerut. Saxena NR Swarup (1978), Sociological basis of education, ML Printers, Meerut.		

सिंधी, एन० एवंगोस्वामी, समाजशास्त्रविवेचन, राजस्थानहिंदीग्रंथअकादमी, जयपुर।  
रूहेला, एस०पी० भारतीयशिक्षाकासमाजशास्त्र, राजस्थानहिंदीग्रंथअकादमीजयपुर।  
गुप्तालक्षिताभारतीयसमाजऔरशिक्षा, विजयप्रकाशनमंदिरवाराणसी

Programme/Class: U.G. (Hons)/ U.G. (Hons. With Research)/ M.A.(Prev.)	Year: Four	Semester: <b>Seventh</b>
Subject: Education		
Course Code: <b>E040703TC</b>	Course Title: <b>Educational Research</b>	
<b>Course outcomes:</b> Students will be able to: Explain the meaning and necessity of research. Understand the nature of problems. Describe the types of research. Explain the methods of sampling.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Educational Research: Meaning, Objectives and Importance, Methods of acquiring knowledge. Types of Research: Fundamental, Applied and Action Research– Objectives, Nature of problem and differences from the perspective of use of research result.	15
<b>II</b>	Research Methods: Historical, Descriptive, and Experimental, Ex-Post Facto, Case Study. Approaches to Research: Qualitative and Quantitative. Objectives and importance of review of related literature.	20
<b>III</b>	Selection of the Problem, its Definition and Delimitations, Concept and Types of variables, Hypothesis- Meaning, Types, Construction and Characteristics of good hypothesis, Introduction of research, Its stages of writing	20
<b>IV</b>	Population in educational research, Sampling and Characteristics of good sampling. Probability and non-probability-based sampling methods. Research tools: Types and uses, research report writing.	20
<b>Suggested Readings:</b>  Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. Borg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction, New York: Longman, Inc. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications. Kerlinger, F.N. (1986). Foundations of Behavioral Research. Fort Worth, TX: Harcour गुप्ता एस0 पी0, अनुसंधान संदर्शिका, शारदा पुस्तक भवन, प्रयागराज ।		

कपिल एच०के०, अनुसंधान विधियां व्यवहार पर विज्ञान में, एसपी भार्गव बुक हाउस, आगरा।  
सुलेमान एम०, मनोविज्ञान, समाजशास्त्रतथा शिक्षा में शोध विधियां, जनरल बुक एजेंसी, पटना।  
राय पारसनाथ, अनुसंधान परिचय, नवरंग ऑफसेट प्रिंटर्स, आगरा ।  
भटनागर आर० पी०, शिक्षा अनुसंधान, लाल बुक डिपो मेरठ ।  
सिंह अ०क०, मनोविज्ञान, समाजशास्त्र शिक्षा में शोध विधियां, मोतीलाल बनारसीदास बंगलो  
रोड,दिल्ली।

Programme/Class: U.G. (Hons)/ M.A.(Prev.)	Year: Four	Semester: <b>Seventh</b>
Subject: Education		
Course Code: <b>E040704TE</b>	Course Title: <b>Statistics in Education</b>	
<b>Course outcomes:</b> Students will be able to: know the meaning and need of statistics Understand the nature of statistics. Explain the Types of statistics. Describe the methods of statistics.		
Credits: 4	Elective	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Statistics: Meaning, Types and Importance Measures of Central Tendency: Mean, Median, and Mode – Calculations and uses. Measures of Relative Positions: Quartile, Deciles, Percentile, and Percentile Rank- Calculations and uses	15
<b>II</b>	Measures of variability: Range, Mean Deviation, Standard Deviation, Quartile Deviations- Calculations and uses. Correlation- Meaning, Types, Methods (Spearman and Karl Pearson) of calculating correlation and explanation of results.	20
<b>III</b>	Parametric Test: T-Test, AONVA (one-way) Non-Parametric Test: Chi Square Test	20
<b>IV</b>	Normal Probability Curve :Characteristics and its Application. Hypothesis Testing, Level of Significance, Types of error Graphical representation of data.	20
<b>Suggested Readings:</b>  Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd Guilford J.P (1954), Psychometric Methods, New York, Megro Hill Book No. Gupta, S.P. (1995). Modern Measurement and Evaluation, Sharda Pustak Bhawan, Allahabad. Garrett, H. E. (1967), Statistics in Psychology and Education, Bombay Buckles, Pfeiffer and Simons Pvt. Ltd. Ferguso, G.A. (1981), Statistical Analysis of Psychology and Education, Mc. Gra. Hill International book company New York Gronlund, N.E. (1954). Measurement and Evaluation in Teaching, New York: The Macmillan Co. Freeman, F. s. (1965) Theory and Practice of Psychological Testing, New Delhi, Oxford and FB H. Publishing Co.		

गुप्ता, एस.पी., सांख्यिकीविधियां शारदापुस्तकभवन इलाहाबाद।  
कुमारडॉ० अशोक (2023), शिक्षामें सांख्यिकी, पोद्दार पब्लिकेशन, वाराणसी।  
कपिलडॉ० एच० के० (2008), सांख्यिकीके मूलतत्व, विनोदपुस्तकमंदिर, आगरा।

Programme/Class: B.A. (Hons) /M.A.(Prev.)	Year: Four	Semester: Seven
Subject: Education		
Course Code: <b>E040705TE</b>	Course Title: <b>Political and Economic Perspective of Education</b>	
<b>Course outcomes:</b> Students will be able to: Understand the relationship between politics and education. Explain the educational provisions in the Indian constitution. Describe the concept of economics of education. Explain the concept of Budget making.		
Credits: 4	Elective	
Max. Marks: 25+75	Min. Passing Marks: 33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Relationship between Politics and education, Political perspective of education: liberal, Conservative, and Critical approaches, approaches to understand politics (Behaviorism, Theory of System Analysis, and Theory of Rational Choice, Education for Political development and Political socialization.	15
<b>II</b>	Educational provisions in the Indian constitution, Constitutional values and education (Liberty, Equality, Fraternity, Justice, Secularism, Socialism)	20
<b>III</b>	Concept of economics of education: Cost-benefit analysis Vs Cost effectiveness analysis of Education, Impact of higher education on the economy	20
<b>IV</b>	Signaling Theory vs human capital Theory, concept of educational finance system, Micro and Macro level of Educational financial system, concept of Budget making.	20
<b>Suggested Readings:</b>  Ismail Thamarasseri, Political Economy of Education <u>Nana Adu-Pipim Boaduo, Saline Monicah Babitseng Boaduo</u> (2012)Political Bases of Education. Pachauri, Girish (2009), Educators in the Emerging Indian Society, International Publishing House, Lyle Book Depot, Meerut.		

Pandey, K.P. (2007) Philosophical and Social Basis of Education, University Publications, Varanasi.

Pandey, Ram shakal (2000). Teachers in Emerging Indian Society, Vinod Pustak Mandir, Agra.

Mathur, S.S. (2009). Philosophical and Social Basis of Education Vinod Pustak Mandir, Agra.

Mishra, Upa (2008), Sociology of Education, New Kailash Publications, Allahabad.

L. Raman Bihari (2009), Philosophical and Sociological Theories of Education, Rastogi Publications, Meerut.

सिंधी, एन० एवंगोस्वामी, समाजशास्त्रविवेचन, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।

रूहेला, एस० पी० भारतीय शिक्षा का समाजशास्त्र, राजस्थान हिंदी ग्रंथ अकादमी जयपुर।

गुप्तलक्षिता भारतीय समाज और शिक्षा, विजय प्रकाशन मंदिर वाराणसी

Programme/Class: U.G. (Hons. With Research)	Year: Four	Semester: <b>Seventh</b>
Subject: Education		
Course Code: <b>E040706RP</b>	Course Title: Dissertation/Research Project	
<b>Course outcomes:</b> Students will be able to: Explain meaning and need of research. Understand and write a research proposal. Understand the nature of problem. Explain types of research. Understand review of related literature. Aware about their research problem on the basis of related literature.		
Credits: 04	Research Project	
Max. Marks: 100	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
	Introduction of Research	15
	Review of related literature.	15
<b>Suggested Readings:</b>  Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. Borg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction, New York: Longman, Inc. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications. Kerlinger, F.N. (1986). Foundations of Behavioral Research. Fort Worth, TX: Harcour गुप्ता एस0 पी0, अनुसंधान संदर्शिका, शारदा पुस्तक भवन, प्रयागराज । कपिल एच0के0, अनुसंधान विधियां व्यवहार पर विज्ञान में, एसपी भार्गव बुक हाउस, आगरा । सुलेमान एम0, मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियां, जनरल बुक एजेंसी, पटना । राय पारसनाथ, अनुसंधान परिचय, नवरंग ऑफसेट प्रिंटर्स, आगरा । भटनागर आर0 पी0, शिक्षा अनुसंधान, लाल बुक डिपो मेरठ । सिंह अ0 कु0, मनोविज्ञान-समाजशास्त्र शिक्षा में शोध विधियां, मोतीलाल बनारसीदास बंगलो रोड, दिल्ली ।		

Programme/Class: U.G. (Hons)/ U.G. (Hons. With Research)/ M.A.(Prev.)	Year: Four	Semester: <b>Seventh</b>
Subject: Education		
Course Code: <b>E040707P</b>	Course Title: <b>Institutional Planning, Cost- benefit analysis, Socio-economic Survey</b>	
<b>Course outcomes:</b> Students will be able to: Oriented towards research. Understand the concept of school profile development.		
Credits: 4	Practical	
Max. Marks: 100	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-6		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	School: Need and Importance, types of school from the perspective of Administration.	15
<b>II</b>	School profile and its construction.	15
<b>III</b>	Importance of Society's Influence in a Student's Educational Life.	15
<b>IV</b>	The Importance of the Economic Factors Affecting a Student's Educational Life.	15

Programme/Class: U.G. (Hons)/ U.G. (Hons. With Research)/ M.A.(Prev.)	Year: Four	Semester: <b>Eighth</b>
Subject: Education		
Course Code: <b>E040801TC</b>	Course Title: <b>Psychological Perspective of Education</b>	
<b>Course outcomes:</b> Students will be able to: Understand the concept of growth and development. Define personality and explain its theories. Understand the concept of problem-solving. Explain the educational significance of learning theories.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
<b>I</b>	Definition and scope of Educational Psychology, Relationship between Psychology and Education, Study methods in Educational Psychology, Child development– Social, Intellectual and Emotional, Difference between Growth and Development	20
<b>II</b>	Learning process: Characteristics, influencing factors, methods, Learning Theories – Thorndike, Pavlov, Skinner, Bandura, Transfer of Learning and motivation.	20
<b>III</b>	Intelligence: Concept, Types, Factors affecting Intelligence, Theories- Factors theory and Guilford’s structure of Intelligence, measurement of Intelligence, Creativity.	20
<b>IV</b>	Personality: Concept, Theories of Personality by Freud, Jung, Allport, and Cattle. Factors affecting Personality, Measurement of Personality, Individual Differences in personality.	15

### **Suggested Readings:**

- Bhatia, H.R. Educational Psychology, Macmillan, India. –  
Biehler, F. Psychology Applied to Teaching, Houghton Mifflin. –  
Boaz, G.D. General Psychology, Boaz Institute of Psychological Service. -  
Dececeo, J.P. & Crawford, W.R. Psychology of Learning and Instruction, Prentice Hall. –  
Elliot Aronson and others: Social Psychology: Pearson prentice Hall. –  
Garrett, H.E. General Psychology, Eurasia Publishing House. –  
Hilgard And Others E.R. Introduction to Psychology, Oxford & IBH. –  
Lindgren, H. Educational Psychology in the Classroom, Asia Publishing House. -  
Myers, D.G.: Psychology: Worth Publishers
- गुप्ता, एस० पी०, उच्चतर शिक्षा मनोविज्ञान, शारदा भवन पब्लिकेशन प्रयागराज ।  
सिंह ए० के०, शिक्षा मनोविज्ञान भारती भवन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, पटना।  
मंगल एस० के०, शिक्षा मनोविज्ञान, PHI, लर्निंग प्राइवेट लिमिटेड, दिल्ली।  
पाठक पी० डी०, शिक्षा मनोविज्ञान, श्री विनोद पुस्तक मंदिर, आगरा ।  
श्रीवास्तव डी० एन०, व्यक्तित्व का मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा ।

Programme/Class: U.G. (Hons)/ U.G. (Hons. With Research)/ M.A.(Prev.)	Year: Four	Semester: <b>Eighth</b>
Subject: Education		
Course Code: <b>E040802TC</b>	Course Title: <b>Measurement and Evaluation in Education</b>	
<b>Course outcomes:</b> Students will be able to: Understand the nature of Measurement and Evaluation. Describe the main techniques of Measurement and Evaluation. Explain the tools used in Measurement and Evaluation. Identify the characteristics of good test. Describe different types of tests.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Concept, need, and importance of Measurement and Evaluation, Difference between Measurement and Evaluation, Educational evaluation process, Levels of measurement, Classification of educational objectives, Formative and Summative evaluation, Criterion-referenced and Norm-referenced testing.	15
II	Tools of Measurement- Observation, Interview, Questionnaire, Schedule, Rating Scale and tests, Characteristics of good measuring tools.	15
III	Difference between Teacher-made and Standardized test, Essay and Objective type test: Characteristics and limitations, Test construction and standardization of Objective Type Test, Determining instructional objectives, Item writing, Item analysis, Test reliability, validity and norms.	20
IV	Innovation in Measurement and Evaluation–Continuous and comprehensive evaluation, grading system, Question bank, open text book exams, semester system, scaling, use of computer in measurement.	25

**Suggested Readings:**

Ibal R. Ale. (1965), Measuring Educational Achievement Individual. N. J. Prentice Hall Inf Anstasi, A. (1968) Cyclical Testing, New York, The Macmillan K.

Guilford JP (1954), Psychometric Methods, New York, Megro Hill Book No.

Gupta, S.P. (1995). Modern Measurement and Evaluation, Sharda Pustak Bhawan, Allahabad.

Garrett, H. E. (1967), Statistics in Psychology and Education, Bombay Buckles, Pfeiffer and Simons Pvt. Ltd.

Gronlund, N.E. (1954). Measurement and Evaluation in Teaching, New York: The Macmillan Co.

गुप्ता एस० पी०, आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।

पांडेय के० पी०, शैक्षिक मापन एवं मूल्यांकन, विश्वविद्यालय प्रकाशन, वाराणसी।

अस्थाना विपिन एवं अस्थाना निधि, शैक्षिक मूल्यांकन क्रियात्मक अनुसंधान, अग्रवाल पब्लिकेशन, आगरा।

भटनागर ए० बी० एवं भटनागर मीनाक्षी, मापन एवं मूल्यांकन, आर लाल बुक डिपो, मेरठ।

Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)/ M.A.(Prev.)	Year: Four	Semester: <b>Eighth</b>
Subject: Education		
Course Code: <b>E040803TC</b>	Course Title: <b>History of Indian Education</b>	
<p><b>Course outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the importance of Vedic period of education,</li> <li>Describe education during the Buddhist period.</li> <li>Describe education during the Muslims period.</li> <li>Explain the development of education during British period.</li> <li>Analyze educational development in post-independence India.</li> </ul>		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Characteristics of Ancient and Medieval education. Concept of Gurukuls, Math, and Maktab.	15
II	British period education: Macaulay's Minute, Downward Filtration Theory, Wood's Dispatch, Hunter commission.	20
III	Indian University Commission 1902, Sadler's commission, Hartog committee, Wardha Scheme, Sargent Report	20
IV	University Education Commission, Secondary Education Commission, Kothari Commission, National Education Policies 1986, 1992, 2020	20
<p><b>Suggested Readings:</b></p> <p>Dash M. (2000), Education in India: Problems and Perspectives, Eastern Book Corporation</p> <p>Ghosh S. C. (2007), History of Education in India, Eastern Book Corporation.</p> <p>Jain M. (2003) History in the New NCERT Textbooks Fallacies in the IIC Report, Delhi NCERT.</p> <p>Lall M. (2005) The Challenges for India's Education System, Chatham House: London</p>		

Mookerji R. K. (1990) Ancient Indian Education: Brahmanical and Buddhist Delhi, Motilal Banasidass Publishers. 6. Ramchandra P. and Ramkumar V. (2005), Education in India. Eastern Book Corporation.

गुप्ता एस0 पी0 एवं गुप्ता अलका, भारतीय शिक्षा का इतिहास विकास एवं समस्याएं, शारदा पुस्तक भवन इलाहाबाद ।

सारस्वत मालती, भारतीय शिक्षा का विकास एवं समसामयिक समस्याएं, आलोक प्रकाशन, लखनऊ ।

मदान पूनम, भारत में शिक्षा व्यवस्था का विकास तथा समस्याएं, अग्रवाल पब्लिकेशन, आगरा ।

Programme /Class: U.G. (Hons)/ M.A.(Prev.)	Year: Four	Semester: <b>Eighth</b>
Subject: Education		
Course Code: <b>E040804TE</b>	Course Title: <b>Comparative Education</b>	
<p><b>Course outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the changes in the field of education at the global level.</li> <li>Understand the geographical, political, cultural and educational conditions of various countries.</li> <li>Understand the necessity of education in the light education of developed nations.</li> <li>Get familiar with the various educational problems of developed and developing nations.</li> <li>Analyze and reflect on different educational systems comparatively using their skills and thinking.</li> <li>Conduct comparative studies of educational conditions in Britain, America, and India.</li> </ul>		
Credits: 4	Elective	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
<b>I</b>	Comparative Education: meaning, scope, development, objectives. Methods of Comparative Education-- society, culture, science, and statistics. Factors affecting Comparative Education.	20
<b>II</b>	Role of International cooperation in the development of national education system. Objectives, organization, and curriculum of primary education in India, Britain, and America, Objectives, organization, and curriculum of secondary and vocational education in India, Britain, and America	20
<b>III</b>	Objectives, organization, and curriculum of higher education in India, Britain, and America, Objectives, organization and curriculum of Teacher education in India, Britain and America.	20
<b>IV</b>	Distance and continuing education in India, Britain, and America. Educational Autonomy in India, Britain, and America.	15

**Suggested Readings:**

Sharma, A.R.2011, “Comparative Education” R. Lal Book Depot, Merut.

Sodhi, T.S. “Text Book of Comparative Education” Vikas Publishing house, New Delhi

"United Nations System:" Directory of United Nations System Organizations. United Nations. Retrieved 27 January 2018.

"UN System Chief Executives Board for Coordination". UN System. Retrieved 28 January 2018.

"NGLS Handbook". United Nations Non-Governmental Liaison Service. Retrieved 28 January 2013. The World Trade Organization (WTO) is not officially a part of the UN system...

"UN System of Organizations". United Nations Global Marketplace. Archived from the original on 12 March 2013. Retrieved 28 January 2013. ... The World Trade Organization, which is not part of the UN system.

चौबे, सरयू प्रसाद(2008), तुलनात्मक शिक्षा, विनोद पुस्तक मंदिर आगरा।

जायसवाल, सीताराम (1970), तुलनात्मक शिक्षा हिन्दी समिति, सूचना विभाग।

पाण्डेय के0 पी0 (1988), कम्परेटिव एजुकेशन, अमिताश प्रकाशन, गाजियाबाद, दिल्ली।

पाण्डेय, के0 पी0 (1987), तुलनात्मक शिक्षा अमिताश प्रकाशन, भवानी नगर मेरठ।

मलैया, के0सी0 (1966), तुलनात्मक शिक्षा, लोक भारती प्रकाशन ।

Programme /Class: U.G. (Hons)/ M.A.(Prev.)	Year: Four	Semester: <b>Eighth</b>
Subject: Education		
Course Code: <b>E040805TE</b>	Course Title: <b>Value and Peace Education</b>	
<b>Course outcomes:</b> Students will be able to: Understand the meaning, nature, and need of value and peace education. Understand the role of education in achieving the goals of value and peace education in the context of globalization. Understand the contribution of great educational thinkers to peace education.		
Credits: 4	Elective	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
<b>I</b>	Value and Education –Definition, relevance in present time, concept of human values, self-examination, self-respect, Family values- components of family, structure and responsibilities. Anger management and adjustment.	20
<b>II</b>	Moral values- Professional ethics, and social values- faith, Service and secularism, social sentiments and Commitment. Student and politics, social awareness, influence of international affairs on values of life/ Issues of globalization, Modern war--terrorism, environmental concerns, mutual respect of different cultures, religions, and beliefs.	20
<b>III</b>	Peace education –basic concept, scope, need and its importance, objectives, types. Strategies and agencies of peace education, Role of international organization UNESCO etc. in peace education (with special reference to the Dale’s Commission report), NCF 2009 recommendations on peace education, Role of community, school and family in the development of values for Peaceful Coexistence.	20
<b>IV</b>	Understanding peace in the context of a dynamic social reality. tension, conflict, crime, terrorism as a Challenges to peace, Role of peace education in promoting love, compassion, cooperation, and harmony at national and international level.	15

### **Suggested Readings:**

T. Anchukandam and J. Kuttainimathathil (Ed) Grow Free Live Free, Krisitu Jyoti Publications, Bangalore

Mani Jacob (Ed) Resource Book for Value Education, Institute for Value Education, NewDelhi 2002.

DBNI, NCERT, SCERT, Dharma Bharti National Institute of Peace and Value Education, Secunderabad,

Daniel and Selvamony - Value Education Today. (Madras Christian College, Tambaram and ALACHE, New Delhi,(1990)S. Ignacimuthu - Values for Life - Better Yourself Books, Mumbai, 1991.

M.M.M. Mascaronhas Centre for Research Education Science and Training for Family Life Promotion - Family Life Education, Bangalore, 1993.

WEBSITES AND e-LEARNING SOURCES: [www.rkmissiondhe/.org/education.html/](http://www.rkmissiondhe/.org/education.html/)  
[www.clallam.;org/lifestyle/education.html/](http://www.clallam.;org/lifestyle/education.html/)

Programme/Class: U.G. (Hons. With Research)	Year: Four	Semester: Eight
Subject: Education		
Course Code: <b>E040806RP</b>	Course Title: Research Project/Dissertation	
<b>Course outcomes:</b> Students will be able to: Describe the methods of sampling. Explain the methods of research. Clarify the differences between different research methodologies. Analyze data and interpretation to draw conclusion. Explain the significance of their research.		
Credits: 4	Research Project	
Max. Marks: 100	Min. Passing Marks: 40%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
	Sampling and Research Methodology	15
	Data Collection, Data Analysis and Conclusion	15
<b>Suggested Readings:</b> Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. Borg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction, New York: Longman, Inc. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications. Kerlinger, F.N. (1986). Foundations of Behavioral Research. Fort Worth, TX: Harcour गुप्ता एस० पी०, अनुसंधान संदर्शिका, शारदा पुस्तक भवन, प्रयागराज । कपिल एच०के०, अनुसंधान विधियां व्यवहार पर विज्ञान में, एसपी भार्गव बुक हाउस, आगरा । सुलेमान एम०, मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियां, जनरल बुक एजेंसी, पटना । राय पारसनाथ, अनुसंधान परिचय, नवरंग ऑफसेट प्रिंटर्स, आगरा । भटनागर आर० पी०, शिक्षा अनुसंधान, लाल बुक डिपो मेरठ । सिंह अरुण कुमार, मनोविज्ञान, समाजशास्त्र शिक्षा में शोध विधियां, मोतीलाल बनारसीदास बंगलो रोड, दिल्ली ।		

Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)/ M.A.(Prev.)	Year: Four	Semester: <b>Eighth</b>
Subject: Education		
Course Code: <b>E040807P</b>	Course Title: <b>Psychological Test</b>	
<b>Course outcomes:</b> Students will be able to: Motivate to pursue research. Comprehend and effectively administer different types of psychological tests. Acquire skills in data collection and analysis of data.		
Credits: 4	Practical	
Max. Marks: 100	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-6		
Unit	Topics	No. of Lectures
I	Psychological Tests: Types, and significance Personality test: Introduction, administration and Interpretation.	15
II	Aptitude test: Introduction, administration and Interpretation. Value testing: Introduction, administration and Interpretation.	15
III	Self-concept test: Introduction, administration and Interpretation.	15
IV	Anxiety inventory: Introduction, administration and Interpretation.	15
<b>Suggested Readings:</b> गुप्ता एस0 पी0, आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद। पांडेय के0 पी0, शैक्षिक मापन एवं मूल्यांकन, विश्वविद्यालय प्रकाशन, वाराणसी। अस्थाना विपिन एवं अस्थाना निधि, शैक्षिक मूल्यांकन क्रियात्मक अनुसंधान, अग्रवाल पब्लिकेशन,आगरा। भटनागर ए0 बी0 एवं भटनागर मीनाक्षी, मापन एवं मूल्यांकन, आर लाल बुक डिपो, मेरठ।		

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Ninth
Subject: Education		
Course Code: E050901TC	Course Title: <b>Guidance and Counselling in Education</b>	
<p><b>Course outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the importance and application of guidance in daily life.</li> <li>Learn about the theories of guidance, underlying values, modern trends, and related challenges.</li> <li>Understand the different types of guidance and counselling.</li> <li>Apply various technical approaches of guidance and counselling in problem solving.</li> <li>Use different evaluation tools and techniques in guidance.</li> <li>Understand the tools and techniques used in guidance and counselling.</li> </ul>		
Credits: 4	Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Guidance: Meaning, need, scope, theories, assumption, nature, and modern trends. History of guidance movement in India, Present status and problems of guidance in Indian context.	20
II	Types of Guidance: Educational, Vocational, Personal-objectives, differences, techniques guidance. Formats of Guidance, Individual vs Group Guidance: Organization and administration of Guidance programmes in schools. Collection and dissemination of vocational information source.	20
III	Guidance services at different levels of education, Types of Guidance services: Information Services, anecdotal records, Vocational information sources, dissemination, Placement, Follow-up Services.	15
IV	Counselling: Meaning, theories, Steps, and Techniques: Process of counselling, Characteristics of a good counsellor, Types of Counselling: Directive, non-directive, and Elective- Meaning, process, differences, evaluation of guidance programme: various techniques of evaluation and its usefulness.	20

### **Suggested Readings:**

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi:
- Cormier, L., & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
- ओवेराय, एस0 सी0(2001), शैक्षिक एवं व्यवसायिक निर्देशन एवं परामर्श लायल बुक डिपो, मेरठ |
- जायसवाल, सीताराम (1987), शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मन्दिर, आगरा ।
- दूबे रमाकान्त (1982), शैक्षिक एवं व्यावसायिक निर्देशन के मूल आधार, राजेश पब्लिशिंग हाउस मेरठ |
- वर्मा, रामपाल (1989), शैक्षिक एवं व्यावसायिक निर्देशन तथा परामर्श, विनोद पुस्तक मन्दिर, आगरा |
- शर्मा, आर0 ए0 एवं चतुर्वेदी शिखा (2010), निर्देशन एवं परामर्श के मूल तत्व, आर लाल बुक डिपो, मेरठ ।
- त्रिपाठी, शशिकान्ति एवं रात्री देव (2009), आधुनिक शिक्षा में निर्देशन एवं परामर्श कला प्रकाशन, वाराणसी ।

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Ninth
Subject: Education		
Course Code: E050902TC	Course Title: <b>Technological Foundation of Education</b>	
<b>Course outcomes:</b> Students will be able to: Understand the concept of Educational Technology. Explain the types of Instructional technology. Understand the objectives of e-Learning.		
Credits: 4	Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Concept, objectives, need and scope of educational technology, types, and importance of educational technology.	15
II	Teaching and Instruction: Meaning, definition, stages of teaching Teaching: Nature and characteristics, elements, types, teaching methods.	20
III	Communication Technology: Nature, and characteristics, classification of sources of communication - multimedia approach, Networking, Models of teaching: (Glaser, Ausubel, Hilda Taba), Levels of Teaching (memory, comprehension, reflective).	20
IV	Audio Visual Aids in Educational Technology: Types, and importance. Flinders' interaction analysis system, linear and branching programmed instruction, Computers in Education.	20
<b>Suggested Readings:</b> Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi Sampath et. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd. R. A Sharma R A: Programmed Instruction - An Instructional Technology, Loyal Bank Depot, Meerut (UP). कुलश्रेष्ठ, एस० पी०, शैक्षिक तकनीकी के मूल आधार अग्रवाल पब्लिकेशन आगरा। शर्मा, आर० ए०, शैक्षिक के तकनीकी आधार, आर० लाल बुक डिपो, मेरठ।		

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Ninth
Subject: Education		
Course Code: <b>E050903TE</b>	Course Title: <b>Contemporary Issues and Problems in Indian Education</b>	
<p><b>Course outcomes:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Develop sensitivity and constructive perspective towards the problems of the Indian education system.</li> <li>Analyze the problems found in the area of primary, secondary, and higher education.</li> <li>Evaluate the role of national institutions like UGC, NAAC, and NCTE in education.</li> <li>Critically study worldwide contemporary problems of education, their solutions in Indian scenario.</li> </ul>		
Credits: 4		Elective
Max. Marks: 25+75		Min. Passing Marks:33%
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Problems of wastage and stagnation in Primary Education, Universalization of elementary education, non-formal and open School.	15
II	Higher education: Types of universities, Problems of quality in higher education, Open University, and correspondence/distance mode learning system, autonomy of universities, role of national institutions, UGC and NAAC in the promotion of education.	20
III	Population Education LPG (liberalization, Privatization, globalization) and Education	20
IV	Globalization of education and its impact, Private and Foreign universities in India, and future of present Indian universities.	20

### **Suggested Readings:**

- S.S., Chauhan. 2009. Innovations in Teaching Learning Process. Noida: Vikas Publishing House Pvt. Ltd.
- Beck, Clive and Clare Kosnik. 2012. Innovations in Teacher Education: A Social Constructivist Approach. New York: SUNY Press.
- Aggarwal, J.C. 1984. Landmarks in the History of Modern Education. New Delhi: Vikas Publishing House.
- Ghosh, S.C. 2007. History of Education in India. New Delhi: Rawat Publications.
- Damal, B.D. and Dash B.N. 2005. Education in Modern Indian. New Delhi: Kalyani Publishers.
- McMahon, Margery, Christine Forde and Margaret Martin. 2010. Contemporary Issues in Learning and Teaching. London: Sage Publications.
- अग्रवाल, जे०सी० (2007). भारत में शिक्षा व्यवस्था, शिप्रा पब्लिकेशन, दिल्ली।
- शर्मा, आरए( .2007), भारतीय शिक्षा प्रणाली का विकास, आत लाल बुक डिपो, मेरठ।
- पाण्डेय के०पी०(1999), भारतीय शिक्षा की समस्याएं वर्तमान संदर्भ, अमिताश प्रकाशन, मेरठ।
- पाण्डेय, रामशकल एवं मिश्र, करुणा शंकर भारतीय शिक्षा की समसामयिक समस्याएं, विनोद पुस्तक मंदिर, आगरा ।
- पाठक पी०डी० (1974). भारतीय शिक्षा एवं उसकी समस्याएं, विनोद पुस्तक मंदिर आगरा।
- कपूर, उर्मिला (2010). भारतीय शिक्षा इतिहास और समस्याएं, साहित्य प्रकाशन, आगरा।

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Ninth
Subject: Education		
Credit: 4	Elective	
Course Code: <b>E050904TE</b>	Course Title: <b>Distance Education</b>	
<p><b>Course outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the concept of distance education and its importance in India and abroad.</li> <li>Understand the role, responsibilities and problems related to students and teachers in distance education.</li> <li>Differentiate between the various sources in distance education.</li> <li>Understand the process of preparing self-instructional learning material in distance education.</li> <li>Evaluate the organizational structure of distance education.</li> <li>Get acquainted with the research being carried out in the field of distance education.</li> </ul>		
Credits: 4	Elective	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Distance Education: Concept, Need, its importance, scope, and its relevance in the present educational context. Development of distance education in India and present condition	20
II	Print and non-print media and their uses in distance education, Process of preparation of printed material and necessary precautions.	15
III	Organization of distance education: Structure, Local and Regional Centers: Structure, Procedure and relevance.	20
IV	Concept of evaluation in distance education: different evaluation techniques, and their application, Research in distance education, present situation and major research areas for the future.	20
<p><b>Suggested Readings:</b>  Criscito Pat (2004): Barron's Guide to Distance Learning. Barron's E Publisher.  Daniel, J.S. et al;(1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.</p>		

Garrison, D.R. (1989); Understanding Distance Education Framework for Future. Routledge, Chapman and Hall, London.

Holmberg, B. (1986): Growth and structure of Distance Education. London:

Croom Helm. Croom Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing. Holmberg, B. (1989): Theory and Practice of Distance Education.

Routledge, Chapman & Hall, London. IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1,2&3). IGNOU, New Delhi.

पाण्डेय, कल्पलता, दूरवर्ती शिक्षा के नये आयाम।

शलिनीराज, डिस्टेंस एजुकेशन, आई०पी०वाई० पब्लिशिंग हाउस, नई दिल्ली।

यादव सियाराम, दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर आगरा।

गुप्ता, एस० पी० एवं गुप्ता, अल्का दूरस्थ शिक्षा, शारदा पुस्तक भवन, आगरा।

तिवारी, राघवेन्द्र शिक्षा का नया विकल्प दूर शिक्षा हिन्दी ग्रन्थ अकादमी, भोपाल, मध्य प्रदेश।

शर्मा, आर०ए० )2004) दूरवर्ती शिक्षा सूर्या पब्लिकेशन, मेरठ।

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Ninth
Subject: Education		
Credit: 4	Practical	
Course Code: E050905P	Course Title: Programmed Instruction, use of tools of communication technology (Doordarshan, Computer, Projector)	
<b>Course outcomes:</b> Students will be able to: Understand the difference between Teaching and Instruction. Know the type of instruction. Emphasize the self-study of the child. Know the communication technology. Understand the types and uses of communication technology.		
Credits: 4	Practical	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Effectiveness of Programmed Instruction booklet	15
II	Operation of overhead projector, transparencies	15
III	Use of computer in classroom	15
IV	Map making, and its Utility	15
<b>Suggested Readings:</b>  Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi Sampath et. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd. R. A Sharma R A: Programmed Instruction - An Instructional Technology, Loyal Bank Depot, Meerut (UP). कुलश्रेष्ठ, एस0 पी0, शैक्षिक तकनीकी के मूल आधार अग्रवाल पब्लिकेशन आगरा । शर्मा, आर0 ए0, शैक्षिक के तकनीकी आधार, आर0 लाल बुक डिपो, मेरठ।		

Programme / Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Ninth
Subject: Education		
Course Code: E050906RP	Course Title: Research Project/ Dissertation	
<b>Course outcomes:</b> Students will be able to: Explain meaning and need of research. Understand and write a research proposal. Understand the nature of problem. Explain types of research. Understand review of related literature. Justify their research problem based on the related literature.		
Credits: 4	Research Project	
Max. Marks: 100	Min. Passing Marks: 40%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
	Introduction of Research Topic	15
	Review of related Literature	15
<b>Suggested Readings:</b> Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. Borg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction, New York: Longman, Inc. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications. Kerlinger, F.N. (1986). Foundations of Behavioral Research. Fort Worth, TX: Harcour गुप्ता एस० पी०, अनुसंधान संदर्शिका, शारदा पुस्तक भवन, प्रयागराज । कपिल एच०के०, अनुसंधान विधियां व्यवहार पर विज्ञान में, एसपी भार्गव बुक हाउस, आगरा । सुलेमान एम०, मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियां, जनरल बुक एजेंसी, पटना । राय पारसनाथ, अनुसंधान परिचय, नवरंग ऑफसेट प्रिंटर्स, आगरा । भटनागर आर० पी०, शिक्षा अनुसंधान, लाल बुक डिपो मेरठ । सिंह अरुण कुमार, मनोविज्ञान, समाजशास्त्र शिक्षा में शोध विधियां, मोतीलाल बनारसीदास बंगलो रोड, दिल्ली ।		

Programme/Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Tenth
Subject: Education		
Credits: 4	Elective	
Course Code: E051001TE	Course Title: Inclusive Education	
<b>Course outcomes:</b> Students will be able to: Explain the concept of Inclusive Education. Describe various provisions related to inclusive education. Identify the barriers and casual factors in Inclusive education. Understand emerging research trends in the field of Inclusive Education.		
Credits: 4	Elective	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Inclusive Education: Concept, Principles, Scope and targeted group, Evolution of the philosophy of education. special integrated and Inclusive education, Legal provisions, policies and legislations: National Education Policy 1986 and 1992.	20
II	Concept of Impairment, Disability and Handicap, classification of disabled on the basis of ICF model, School readiness and models of inclusion; Characteristics and educational needs of exceptional children, Intellectual, Physical and Multiple disabilities, causes and prevention of disabilities, Identifications of children with special educational needs for inclusion.	20
III	Planning and management of inclusive classrooms, Remedial teaching, Person with disability Act-1995, National Policy on disability 2006, National Curriculum framework-2005, Concessions for children with special educational needs, Rehabilitation Council of India Act 1992.	20
IV	Barriers in Inclusive Education, Status of Inclusive Education in India, Research trends in the field of Inclusive Education in India.	15

### **Suggested Readings:**

Ainscow, M., Booth T. (2003): The Index for Inclusion: Developing Learning and Participation in Schools.

Bristol: Center for Studies in Inclusive Education.

Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training: Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, NewDelhi110002

Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.

Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista GlobalLtd, Chennai,600042, India.

Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. ERT Publication. Sharma P.L. (2003) Planning Inclusive Education in Small Schools, R.IE. Mysore

झा मदन मोहन, समावेशी शिक्षा दृष्टिकोण और प्रक्रियाएं, प्रकाशन संस्थान, नई दिल्ली ।

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Tenth
Subject: Education		
Course Code: E051002TE	Course Title: Curriculum Studies	
<b>Course outcomes:</b> Students will be able to: Understand the concept and principles of curriculum. Understand the role of UGC in the process of curriculum development. Identify the different areas of curriculum. Understand the meaning of curriculum change.		
Credits: 4	Elective	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Concept and principles of curriculum, Strategy of curriculum development, Stages of process of curriculum development, Benchmarking and the role of national level constitutional bodies, role of UGC, NCTE, and Universities in curriculum development.	20
II	Curriculum Design: Traditional and competency-based Models, Social work, Personal needs and Interest-based Models, Outcome-based integrated Model, Intervention Model, CIPP Model (Context-Input-Processes- Product Model)	20
III	Instructional system, Instructional Media, Approaches of curriculum evaluations: Approaches towards curriculum and Instruction	20
IV	Models of curriculum evaluation: Taylor's Model, stake's Model, Scriven's Model, Kil (Kirkpatrick's) Model	15
<b>Suggested Readings:</b>  Agrawal, J.C. (1990). Curriculum reforms in India. New Delhi. Bhatt, B.D. and Sharma, S.R. (1992). Principles of Curriculum Construction. New Delhi: Kanishka Publishing House. Dewal, O.S. (2004). National Curriculum. In Encyclopedia of Indian Education. New Delhi: NCERT.		

यादव, एस. (2010). पाठ्यचर्या विकास, आगरा: श्री विनोद पुस्तक मंदिर ।  
माथुर, एस०.एस० (1981), शिक्षण कला, विनोद पुस्तक मंदिर, आगरा।  
मिश्र, आत्मानन्द(1985), शिक्षण कला, यूनिवर्सिटी पब्लिकेशन्स, नई दिल्ली ।

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Tenth
Subject: Education		
Course Code: E051003TE	Course Title: Teacher Education	
<b>Course outcomes:</b> Students will be able to: Understand meaning of Teacher Education. Know about the programmes of Teacher Education. Understand concept of profession and professionalization. Know the concept of in-service teacher education. Do the comparative study of teaching as a profession.		
Credits: 4		Elective
Max. Marks: 25+75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Meaning, Nature, and scope of teacher education, Types of teacher education programmes, Structure of teacher education curriculum at the elementary, secondary, and higher secondary levels as per NCERT and NCTE curriculum frameworks.	20
II	Shulman, Deng, Newk, and Habermas's perspectives on Teacher Education, Meaning of Reflective teaching and Models of Reflective Education, Behaviorist, Competency- Based, and Inquiry-oriented teacher education Models.	20
III	In-service teacher education: Concept, need, objectives and scope, Organization of In-service teacher education; Agencies and Institutions of In-service teacher education at District, State, and National levels (SSA, RMSA, SCERT, NCERT, and UGC)	20
IV	Concept of profession and Professionalization, Teaching as a Profession, Professional code of conduct for teachers, Factors affecting teacher's development, ICT Integration, Quality enhancement for Professionalization of teacher educations, Innovations in teacher education	15

### **Suggested Readings:**

Mohammad Miyan (2004) Professionalisation of Teacher Education, Mittal Publications, New Delhi.

Siddiqui M.A. (1993) In Service Teacher Education, NCERT New Delhi.

NCTE (1998): Policy perspective in Teacher Education – Critique and Documentation, NCTE New Delhi.

Eleonora Villegas (2003): Teacher Professional development: An International review of the literature. UNESCO: HIEP, Paris.

National Curriculum for Elementary and Secondary Education (1998) – A Framework, NCERT, New Delhi.

सक्सेना एन० आर०, मिश्र बी० के० और मोहन्ती आर०के०(2008), अध्यापक शिक्षा, आर० लाल बुक डिपो मेरठ |

Programme / Class: M.A.II <sup>nd</sup> Year	Year: Five	Semester: Tenth
Subject: Education		
Course Code: E051004TE	Course Title: Environmental Education	
<b>Course outcomes:</b> Students will be able to: Understand the meaning of environment, pollution, and the teacher's role in its prevention. Understand the importance of the environment in traditional Indian society. Understand the objectives, importance, influencing factors of environmental education, and the expectations from teachers training institutions in this regard. Use various instructional designs to make environmental education effective. Identify problems related to environmental education. Assess the role of Indian values in environmental management and environmental education.		
Credits: 4		Elective
Max. Marks: 25+75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Meaning of Environment, Various dimensions, Meaning and Types of Environmental pollution, Environmental degradation, Role of teacher in prevention of Environmental pollution, Importance of Environment in traditional Indian society	20
II	Meaning, objectives, Need, and Importance of Environmental Education, Factors affecting Environmental Education, Expectations from teacher training Institutions regarding environmental education, Various resources of Environmental education and methods of their use, Role of mass media in the propagation of Environmental education.	20
III	Instructional design to make environmental education effective – lecture, discussion, project, simulation, and adopted games, problem solving, enquiry and field work- their uses and limitations; Implementation and evaluation of environmental education programmes and difficulties faced.	15
IV	Role of Indian values in Environmental Education, Responsibilities of Teachers in the development of Environmental awareness, Concept and objectives of Environmental management, National and International	20

	programmes for Environmental conservation, Efforts and achievements of non-governmental organizations.	
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**Suggested Readings:**

- Pannerselvam, A and Mohana Ramakrishnan “Environmental science education” Sterling publication, New Delhi. (2005).
- Nagarajan and Sivakumar.P “Environmental Education”, Ram Publishers, Chennai. (2002).
- Veera Bala Rastogi and Jayaraj “Animal ecology and distribution of animals”, Kedar Nath Ram nath, New Delhi. (1984).
- Lewis, Geraid E. “A Review of Classroom methodologies for environmental education”, The journal of environmental education, (1982).
- Lange, Robert R. “Environmental Education Needs Assessment and Evaluation”, Colorado. (1980).
- गोयल एनकेके (2005), अपना पर्यावरण, विनोद पुस्तक मन्दिर, आगरा।
- प्रसाद गुरु सम्पादक (1985), मानव पर्यावरण की सामाजिक समस्यायें, नई दिल्ली।
- सक्सेना एपीके (1966), इनवायरमेण्टल एजुकेशनल नेशनल साइकोलाजिकल कारपोरेशन, आगरा।
- सक्सेना, एबीके (1906) एजुकेशन फार दी इनवायरमेण्टल कन्सन्स राधा पब्लिकेशन्स, नई दिल्ली।
- पाण्डेय केपीके भारद्वाज, अमीता एवं पाण्डेय आशा (2005), पर्यावरण शिक्षा एवं भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।
- सैंगर, एसएसके (1996) पर्यावरण शिक्षा, साहित्य प्रकाशन, आगरा। शर्मा, आरके (2004) पर्यावरण शिक्षा आरके लाल बुक

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Tenth
Subject: Education		
Course Code: E051005TE	Course Title: <b>Educational Management and Administration</b>	
<b>Course outcomes:</b> Students will be able to: Describe the principles of educational management and administration. Understand the nature of leadership in educational administration. Explain the concept of quality. Highlight the need for changed management.		
Credits: 4	Elective	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Educational Management and Administration: Meaning, Principles, Functions, and importance, POSTCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting), CPM (Critical Path Method), Taylorism	15
II	Leadership in Educational Administration: meaning, nature. Approaches to Leadership, Blake & Montes's Managerial Grade. Tri dimensional Models, Hersey and Blanchard's Model, Leader member exchange theory.	20
III	Concept of Quality and Quality in Education: Indian, and international perspectives, Walter Andrew Shewhart, Edward Deming, C.K. Prahlad.	20
IV	Change Management: Meaning, Need for planned change, Three-stage model of change, functions of NAAC	20
<b>Suggested Readings:</b> Pannerselvam, A and Mohana Ramakrishnan "Environmental science education" Sterling publication, New Delhi. (2005). Nagarajan and Sivakumar. P "Environmental Education", Ram Publishers, Chennai.(2002).		

Veera Bala Rastogi and Jayaraj “Animal ecology and distribution of animals”, Kedar Nath Ramnath, New Delhi. (1984).

Lewis, Geraid E. “A Review of Classroom methodologies for environmental education”, The journal of environmental education, (1982).

Lange, Robert R. “Environmental Education Needs Assessment and Evaluation”, Colorado. (1980).

ओड़ एल० के०, शैक्षिक प्रशासन, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।

वर्मा जे० पी०, शैक्षिक प्रबंधन, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Tenth
Subject: Education		
Course Code: E051006TE	Course Title: Innovation in Education	
<b>Course outcomes:</b> Students will be able to: Understand meaning, concept, nature, scope of Innovation Understand concept, and process of SWAYAM AND MOOCS Identify the different areas of adult education. Explain the importance of EDUSAT. Understand modern trends in education.		
Credits: 4	Elective	
Max. Marks: 25+75	Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
Unit	Topics	No. of Lectures
I	Concept of Innovation, Need, Obstacles, Role of education in Innovation, Role of UNICEF in Innovations in Indian education	20
II	Balwadi, Anganwadi, and other efforts of the public and private sectors at the state and central level, Certain initial private efforts for Innovation in education--COMP Projects in Education such as COMP, State sponsored Innovations ---SSA (Sarva Shiksha Abhiyan), Lok Jumbish, Eklavya, Mahila Samakhya. Brief description of Right to Education, National Literacy Mission, Adult Education, Life Skill Education.	20
III	The changing nature of schools and universities in the age of Information and Communication Technology, Interactive Radio, Television, Computer, Telecommunication, and video conferencing, Education through EDUSAT, E-Content, E-Magazine, Role of e-magazine in e-learning, SWYAM, MOOCS	15
IV	Distance Education: Concept, Need, Scope and Limitations. Distance Education and Open Education, Open Schools and Open Universities, Virtual University, The idea of nurturing rural talent, Navodaya Organization, The changing role of schools in the era of Liberalization, privatization, and globalization.	20

### Suggested Readings:

- Linton, Ralph. 1998. The Cultural Background of Personality, Volume 1. United Kingdom: Routledge.
- Larkley, E Jasmine and Viola B. Maynhard (ed). 2008. Innovation in Education. New York: Nova Publishers.
- S.S., Chauhan. 2009. Innovations in Teaching Learning Process. Noida: Vikas Publishing House Pvt. Ltd.
- Beck, Clive and Clare Kosnik. 2012. Innovations in Teacher Education: A Social Constructivist Approach. New York: SUNY Press.
- Mota, Ronaldo and David Scott. 2014. Education for Innovation and Independent Learning. United Kingdom: Elsevier.
- Chaudhary, S. (2000) Universal Elementary Education in Rajasthan, A study with focus on Innovative Strategies, MHRD, GoI and NIEPA, New Delhi
- Govinda, R. (1998) 'Reaching the Unreached through Participatory Planning' -Study of School Mapping in Lok Jumbish, IIEP, Paris and NIEPA, New Delhi sourced [http://: www.unesco.org/iiep](http://www.unesco.org/iiep)
- Rajagopal, S. (2003) 'Operationalising the Right to Education: The Lok Jumbish Experience in Rajasthan: N. Kabeer, G.B Nambissan and R. Subramanian (eds) Child Labour and Right to Education in South Asia, Needs versus Rights, Sage, New Delhi
- Ramachandran, V. (2016) 'Legacy of Three Innovative Programmes' in Singh, A.K (ed) Education and Empowerment in India: Policies and Practices, Routledge, South Asia Edition, New Delhi
- पाण्डेय, कल्पलता, दूरवर्ती शिक्षा के नये आयाम।
- शलिनीराज, डिस्टेंस एजुकेशन, आई०पी०वाई० पब्लिशिंग हाउस, नई दिल्ली।
- यादव सियाराम, दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर आगरा।
- गुप्ता, एस० पी० एवं गुप्ता, अल्का दूरस्थ शिक्षा, शारदा पुस्तक भवन, आगरा।
- तिवारी, राघवेन्द्र, शिक्षा का नया विकल्प दूरस्थ शिक्षा, हिन्दी ग्रन्थ अकादमी, भोपाल, मध्य प्रदेश।
- शर्मा, आर०ए०, दूरवर्ती शिक्षा, सूर्या पब्लिकेशन, मेरठ ।

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Tenth
Subject: Education		
Course Code: E051007P	Course Title: <b>Viva-voce, Educational Tour, Seminar, Review of Research Article</b>	
<b>Course outcomes:</b> Students will be able to: Understand the Steps to write a Research Paper. Understand the importance of Seminars. Develop self- confidence through the presentation of research papers. Write an Educational Tour Report. Understand the educational objectives of an educational tour. Understand the process of reviewing a research paper.		
Credits: 4	Practical	
Max. Marks: 100	Min. Passing Marks: 33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-6		
Unit	Topics	No. of Lectures
I	Steps to write a Research Paper: - 1- Abstract 2- Introduction 3- Definition and delimitations of the problem 4- Research Objectives 5- Hypothesis/ Research Questions 6- Research Methodology (Methods, sampling, Tools and Techniques) 7- Statistical analysis 8- Conclusion 9- Suggestions/ Recommendations 10- Bibliography	15
II		15
III		15
IV		15

Programme /Class: M.A. II <sup>nd</sup> Year	Year: Five	Semester: Tenth
Subject: Education		
Course Code: E051008RP	Course Title: Research Project/ Dissertation	
<b>Course outcomes:</b> Students will be able to: Describe the methods of sampling. Explain the methods of research. Clarify the differences between different research methodologies. Analyze data and interpretation to draw conclusion. Explain the significance of their research.		
Credits: 4	Research Project	
Max. Marks: 100	Min. Passing Marks: 40%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
	Sampling and Research Methodology	15
	Data Collection, Data Analysis and Conclusion	15
<b>Suggested Readings:</b> Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. Borg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction, New York: Longman, Inc. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcour गुप्ता एस० पी०, अनुसंधान संदर्शिका, शारदा पुस्तक भवन, प्रयागराज । कपिल एच०के०, अनुसंधान विधियां व्यवहार पर विज्ञान में, एसपी भार्गव बुक हाउस, आगरा । सुलेमान एम०, मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियां, जनरल बुक एजेंसी, पटना । राय पारसनाथ, अनुसंधान परिचय, नवरंग ऑफसेट प्रिंटर्स, आगरा । भटनागर आर० पी०, शिक्षा अनुसंधान, लाल बुक डिपो मेरठ । सिंह अरुण कुमार, मनोविज्ञान, समाजशास्त्र शिक्षा में शोध विधियां, मोतीलाल बनारसीदास बंगलो रोड, दिल्ली ।		

