

MAHARSHI DAYANAND UNIVERSITY ROHTAK
DEPARTMENT OF EDUCATION
M.A. (EDUCATION)

**Courses of Reading and Scheme of Examination as per semester system
for 1st and 2nd Semester**

The duration of the course leading to the Degree of Master of Arts (M. A.) in Education shall be of Four Semesters. In first year, there shall be two semesters consisting of five papers each. In the second and final year there will be two semesters consisting of four theory papers each and one Dissertation and practicum cum field work for all students. Theory papers will be of 100 marks each (80 marks for external evaluation and 20 marks for internal assessment). Dissertation will be of 100 marks (75 marks for Dissertation and 25 marks for viva-voce). Practicum cum field work will be of 100 marks The Dissertation and Field Work will be evaluated by External & Internal examiners jointly.

Internal assessment (total 20 marks in each theory paper) will be based on two class tests of 5 marks each, Assignments/presentation of 5 marks and marks for attendance as per details given below:

65% to 75%	1 mark
76% to 85%	2 marks
86 to 90%	3 marks
91 to 95%	4 marks
Above 95 %	5 marks

In each theory paper, the candidates will be required to attempt five questions, including one compulsory question of short notes, in three hours.

1st Semester

Paper/Course	Paper	Theory	Internal Assessment (Assignment & Seminar)	Max.Marks	Time
I	Philosophical Foundations of Education	80	20	100	3 HRS
II	Sociological Foundations of Education	80	20	100	3HRS
III	Psychological Foundations of Education	80	20	100	3 HRS
IV	Research Methods in Education	80	20	100	3 HRS
V	Methods of Data Analysis in Education	80	20	100	3 HRS

2nd Semester

Paper/Course.	Paper	Theory	Internal Assessment (Assignment & Seminar)	Max.Marks	Time
VI	Philosophical Foundations of Education	80	20	100	3 HRS
VII	Sociological Foundations of Education	80	20	100	3HRS
VIII	Psychological Foundations of Education	80	20	100	3 HRS
IX	Research Methods in Education	80	20	100	3 HRS
X	Methods of Data Analysis in Education	80	20	100	3 HRS

Syllabus M.A. (P) Education
(1st Semester)
Paper-I: Philosophical Foundations of Education

Time: 3 Hrs.

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objective:

The students will be able to-

1. Define the concept of Education and Philosophy and explain the relationship between them.
2. Write a critical note on contribution of Philosophy to the field of Education and Vice-Versa.
3. Describe the contribution of various Indian and Western Schools of Philosophy to the fields of Education.
4. Illustrate and explain the concept of Freedom and Equality and their relevance to the field of Education.

Course Contents

Unit-I

1. Education & Philosophy
 - Concept and definition
 - Nature
 - Relationship
2. Indian Schools of Philosophy
 - Samkhya
 - Vedanta
 - Nyaya
 - Budhism
 - Jainism
 - Islamic Traditions

Educational implications of above with special reference to Concept, Reality and Values.

Unit –II

3. Modern Concept of Philosophy
 - Logical analysis
 - Logical empiricism
 - Positive relativism

Unit –III

4. Western Philosophies: Major Schools
 - Naturalism
 - Idealism
 - Pragmatism
 - Their Education implications with special reference to the concepts of Metaphysics, Epistemology and Axiology, their Educational implications for aims, contents and methods of education

Unit-IV

5. Social Philosophy of Education
 - Freedom
 - Equality &
 - Equity

Suggested Readings

1. Baskil, Wade, Classic in Education, Vision Press, London, 1.966
2. Brubacher, John S., Modern Philosophies of Education, Tata Mc Graw Hill, New Delhi, 1969
3. Broudy, H.S., Building a Philosophy of Education, Krieger, New York, 1977.
4. Butler, J.D., Idealism in Education, Harper and Row, New York, 1966.
5. Dewey, John, Democracy and Education, MacMillan, New York,
6. Dupuios, A.M., Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972
7. Kneller, George F., Foundations of Education, John Willey and Sons, 1978
8. Morris, Van C., Existentialisms in Education : What it means, Harper & Row, New York, 1966.
9. Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. Narvane, V.S., Modern India Thought, Orient Longmans Ltd., New Yorkm, 1978.
11. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi. 1969.

M.A. (P) Education
(1st Semester)
Paper-II: Sociological Foundations of Education

Time: 3 Hrs.

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objective:

The students will be able to-

1. Define meaning and concept of Educational Sociology.
2. Explain the concept of social organization and factors effecting it.
3. Describe social interaction and their Educational implications.
4. Write a critical note on meaning, nature & determinants of culture and role of Education in cultural context.
5. Illustrate the meaning and concept of social change with special reference to India.
6. Justify social and economic relevance of Education.

Course Contents

Unit-I

1. Concept of Educational Sociology and Sociology of Education
 - Social organization and its concepts
 - Factor influencing social organization – folkways, mores, institutions; values.
 - Dynamic characteristics of social organization and its educational implications

Unit-II

2. Social interactions and their educational Implications;
 - Social group-Inter group relationship, group dynamics.
 - Social stratification–concepts of social stratification and its educational implications.

Unit-III

3. Culture: Meaning and nature of culture.
 - Role of education in culture context
 - Cultural determinants of education.
 - Education and cultural change.

Unit-IV

4. Social change: its meaning and concept with special reference to India.
Concept of urbanization, modernization, westernization and sanskritisation with special reference to Indian society and its educational implications.

5. Social principles in education: Social and economic relevance to education;
 - Socio- economic factors and their impact on education.

Suggested Readings

1. Pandey, K.P., Perspective in Social Foundation of Education, Amitash Prakashan, Ghaziabad, 1983
2. Havighurst, Robert et al., Society and Education, Allyn and Bacon, Boston, 1955.
3. Gore, M.S., Education and Modernization in India, Rawat Publishers, Jaipur, 1984.
4. Kamat, A.R., Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
5. Maunheim, K. et al., An Introduction to Sociology of Education. Routledge and Kegan Paul, London, 1962.
6. M.I.R.D., Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H.(Ed.), New Knowledge in Human Values, Harper and Row, New York, 1959.
9. Mossish, Loo., Sociology of Education : An Introduction, George Allen and Unwin, London, 1972.

M.A. (P) Education
(1st Semester)
Paper-III: Psychological Foundations of Education

Time: 3 Hrs.

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objective:

The students will be able to-

1. Understand concepts and principles of educational Psychology as an applied science.
2. Outline the scope of educational psychology.
3. Describe the process of growth and development.
4. Understand the meaning and concepts of individual differences.
5. Explain meaning and concepts of gifted and mentally retarded children.
6. Understand the concept and characteristics of creativity & importance of creativity in education.

Course Contents

Unit-I

1. a) Meaning of Education and Psychology
 - Relationship of Education and Psychology
 - Scope of Educational Psychology.
- b) Methods of Educational Psychology.
 - Experimental
 - Clinical
 - Differential

Unit-II

Growth and Development during childhood and adolescents

- Physical
- Social
- Emotional
- Mental

Individual differences :

- Concept and areas;
- Determinants : Role of heredity and environment in developing individual differences;

- Implications of individual difference for organizing educational programmes.

Unit-III

4. Gifted and Mentally Retarded Children
 - Meaning and characteristics
 - Needs and Problems

Unit-IV

5. Creativity:
 - Concept
 - Characteristics
 - Development of creativity.
 - Importance of Creativity in Education.

Suggested Readings:

1. Abramson, Paul, R: Personality, New York: Holt Rinehart and Winston, 1980.
2. Allport, G.V.,: Personality, New York: Holt, 1954.
3. Allport G.W: Pattern and Growth in Personality, New York: John Wiley and Sons, Inc. 1961.
4. Andrews, T.W.(Ed.): Methods in Psychology, New York: John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R.Charies, Don C. The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston Inct., 1962.
6. Baum, A, Newman, S., West R. & McManus, C. Cambridge University Press 1997.
7. Coleman, J.C.: Abnormal Psychology and Modern Life Bombay: D.B. Taraporewal Sons & Co., 1976.
8. Dicapro, N.S.: Personality Theories, New York: Harper, 1974.
9. Dougals, O.B. Holl and B.P. Foundations of Educational Psychology, New York: The MacMillan Co., 1948.
10. Gagne, R.M: The Conditions of Learning, New York: Chicago: Holt, Rinehart and Winston, 1977.
11. Gtes, A.T. et., AI: Educational Psychology, New York: MacMillan, 1963.
12. Hilgard, E.R.: Teories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L. Educational Psychology, Delhi, Starling Publishers, 1984.
14. Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shanker Udey: Development of Personality, 1965.
17. Talbgott, J.A. Hales, r.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publihers (P) Ltd., 1994.
18. Thorpe, G.L. & Olson, S.L. Behaviour therapy, Concepts, Procedure and Applications, London: Allyn Bacon, 1999.

M.A. (P) Education
(1st Semester)
Paper-IV: Research Methods in Education

Time: 3 Hrs.

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives:

The students will be able to-

1. Explain the methods of acquiring scientific knowledge through experience and reasoning.
2. Define meaning, nature, scope, and purposes of Educational Research.
3. Describe the emerging trends in Educational Research.
4. Illustrate meaning, criteria and sources for identifying the research problems.
5. Describe the importance and various sources of review of related literature and hypothesis.
6. Explain the types, tools and techniques of collection of data.
7. Define concept of samples and population and steps and types of sampling.

Course Contents

Unit-I

1. Methods of Acquiring Scientific Knowledge

- Tradition
- Experience
- Reasoning

2. Nature and Scope of Educational Research

- Meaning, Nature, Need and scope of Educational Research
- Fundamental, Applied and Action Research
- Some emerging trends in Educational Research

Unit-II

3. Formulation of Research Problem

- Criteria and Sources of Identifying the problem
- Definition of the problem
- Review of Related literature.

4. Hypothesis

- Importance
- Characteristics
- Formulation of Hypothesis
- Forms of Hypotheses

Unit-III

5. Sampling

- Concept of population and sample
- Steps and characteristics of a good sample
- Sampling Errors and how to reduce them
- Various methods of Sampling

6. Tools and Techniques of Data Collection -1

- Characteristics of a good research tool
- Types of Tools and Techniques and their use
- Questionnaire
- Interview

Unit-IV

7. Tools and Techniques of Data Collection -II

- Observation
- Projective
- Socio-metric Techniques

8. Attitude

- Types of Attitude Scales
- Uses of Attitude Scales
- Limitations of Attitude Scale

Suggested Readings:

1. Miller, D.C. & Salkind, N.J. (2002) Handbook of Research Design and Social Measurement, Sage Publications, London.
2. Rune, Janet, M(2004), Essential of Research Methods of Social Science Research, Blackwell Publishers Ltd.
3. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.
4. Aggarwal, Y.P.(1998), Statistical Methods, Streling, New Delhi.
5. Adward, Allen L.(1968), Experimental Designs in Psychological Research, Holt, Rinchart and Winston, New York.
6. Ferguson, George A.(1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
7. Garrett, H.E.(1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bomboy.
8. Guilford, J.P. & Benjamin Fruchter(1973), Fundamental Statistics.

M.A. (P) Education
(1st Semester)

Paper-V: Methods of Data Analysis in Education

Time: 3 Hrs.

Max. Marks: 100

(Theory: 80, Internal: 20)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives:

The students will be able to-

1. Compute different types of Statistical Measures.
2. Practical orientation involving selection of appropriate data analysis techniques.
3. Explain and illustrate the concept & application of measures of central tendency dispersion and relative positions.
4. Describe the meaning, assumptions, computation & uses of Non-Parametric test i.e. Chi-square Test & Sign Test.
5. Illustrate the meaning & significance of normal probability curve.

Unit-I

1. Nature of Educational Data

- Quantitative and qualitative, Scales of measurement, Descriptive and inferential statistics.
- Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive and smoothed frequency polygon
- Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median, Mode,

Unit-II

2. Measures of Dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
3. Measure of Relative Position: Percentiles and Percentile Ranks.

Unit-III

4. Non Parametric Tests: Meaning, assumptions, computation and uses of:

- Chi-square tests of equality and independence, setting up cross breaks for contingency table.
- Sign test

Unit-IV

5. Normal Probability Curve: Meaning, significance,

- Characteristics and applications
- Skewness and Kurtosis

Suggested Readings:

1. Aggarwal Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
3. Ferguson, George A (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
4. Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
6. Koul Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
7. Kutz, A.K. and Mayo S.T. (1980), Statistical Qualitative and Psychology, Naroda, New Delhi.
8. Neuman, W.L. (1997), Social Research Methods: Quantitative Approaches, Allyn and Bacon, Boston.
9. Siegel, S. (196), Non-Parametric Statistics, McGraw Hill, New York.
10. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.

Syllabus M.A. (P) Education (2nd Semester)

Paper-VI: Philosophical Foundations of Education

Time: 3 hours

Max. Marks: 100

(Theory: 80, Internal: 20)

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives

The students will be able to-

1. Write a critical note on the contribution of Indian Philosophers to contemporary Indian Education.
2. Justify the Impact of Value Education in our life.
3. Explain in detail the constitutional provisions for Education in India.
4. Write a critical note on the nature of knowledge & knowledge getting process.
5. Illustrate meaning, function of democracy & responsibility & their relevance in Education.

Course Contents

Unit-I

1. Western Philosophies: Major Schools
 - Realism
 - Logical positivism
 - Existentialism
 - Marxism
 - Their educational implications with special reference to the concepts of metaphysics, epistemology, axiology; their educational implications for aims, contents and methods of education.

Unit-II

2. Contributions of following Indian Philosophers to Educational Thought:
 - Vivekananda,
 - Tagore,
 - Gandhi,
 - Aurobindo and
 - J.Krishnamurty

Unit-III

3. Education and its role in developing National Values.
4. The Constitution of India.

Unit-IV

5. Nature of knowledge and the knowledge getting process.
6. Social Philosophy of Education.
 - Democracy.
 - Responsibility

Suggested Reading

1. Baskin,Wade, Classics in Education, Vision Press, London 1966.
2. Brubacher, John S, Modern Philosophies of Education, Tata McGraw Hill, New Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Kriager, New York, 1977.
4. Butler, J.D., Idealism in education, Harper and Row, New York, 1966.
5. Dewey, John, Idealism in Education, MacMillan, New York, 1966.
6. Dupuis,A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
7. Kneller, George F., Foundation of Education, John Wiley and Sons, 1978.
8. Morris, Van C., Existentialisms in Education: What it means, Harper & Row, New York, 1966.
9. Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. Narvane, V.S., Modern India Thought, Orient Longmans Ltd., New Yorkm, 1978.
11. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi. 1969

M.A. (P) Education
(2nd Semester)

Paper-VII: Sociological Foundations of Education

Time: 3 hours

Max. Marks: 100

(Theory: 80, Internal: 20)

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives

The students will be able to-

1. Justify the stance of socially & economical disadvantaged sections of the society with a special reference to scheduled castes, scheduled tribes, women & rural population.
2. Understand the relationship of Education with democracy, freedom, National integration and international understanding.
3. Illustrate Education as a process of social system, socialization & social progress.
4. Explain Education as related to social equity and equality of Educational opportunity.
5. Describe social theories i.e. Marxism, integral humanism & functionalist with special reference to social change.

Course Contents

Unit-I

1. Social principles in education-social and economic relevance to education;
 - Socio-economic factors and their impact on education.
 - Socially and Economically disadvantaged sections of the society with special reference to Scheduled Castes, and Scheduled Tribe, Women and Rural population.

Unit-II

2. Education in relation to:
 - Democracy
 - Freedom,
 - Nationalism-national integration.
 - International understanding

Unit-III

3. Education and Society

- Education:-
- As a process in social system
- As a process of socialization, and
- As a process of social progress
- Education and politics
- Education and religion

Unit- IV

4. Educational Opportunity and Equality and Equity-

- Education as related to social equity, and equality of educational opportunities
- Inequality of educational opportunities and their impact on social growth and development.

5. Social theories (with special reference to social change

- Marxism,
- Integral Humanism (based on 'Swadeshi') and
- Functional-Emile Durkheim and Talcott Parsons.

Suggested Reading

1. Pandey, K.P. Perspective in Social Foundations of Education, Amitash Prakashan, Gazibad, 1983.
2. Havighurst, Robert et al., Society and Education, Allyn and Bacon Boston, 1995.
3. Gore, M.S., Education and Modernization in India, Rawat Publishing Co., Bombay, 1985.
4. Kamat, A.R. Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
5. Maunheim, K. et al., an introduction to Sociology of Education Routledge and Kegan Paul, London, 1962.
6. M.I.R.D., Towards an Enlightened and Human Society. Department of Education New Delhi. 1987.
7. Inkeles, Alex, What is sociology? Prentice Hall of India, New Delhi. 1987.
8. Maslow, A.H. (Ed.), New knowledge in Human Values, Harper and Row, New York, 1959.
9. Mossish, Loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972

M.A. (P) Education
(2nd Semester)

Paper-VIII: Psychological Foundations of Education

Time: 3 hours

Max. Marks: 100

(Theory: 80, Internal: 20)

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 sort answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives

The students will be able to-

1. Understand nature & concept of intelligence.
2. Write a critical note of theories of intelligence.
3. Explain the measurement of intelligence.
4. Define the meaning and determinants of personality.
5. Describe the theories of personality.
6. Define the meaning and the theories of learning.
7. Illustrate the concept of motivation.
8. Explain the concept of mental health and mental hygiene, adjustment process.

Course Contents

Unit-I

1. Intelligence:

- Definition and nature of intelligence;
- Theories:
 - Two factor theory (Spearman)
 - Multifactor theory.
 - Guilford model of intellect.
 - Hierarchical
 - Measurement of intelligence (two verbal and two non-verbal tests)

Unit-II

2. Personality:

- Meaning and determinants.
- Type and Trait theories
- Assessment of personality by subjective and projective methods

Unit-III

Learning:

- Meaning
- Theories and their educational implications.
 - Pavlov's classical conditioning
 - Skinner's operant conditioning.
 - Learning by insight

4. Hull's reinforcement theory.
 - Lewin's field theory
 - Gagne's hierarchy of learning.
 - Factors influencing learning.

Unit-IV

5. Motivation
 - Concept of motivation
 - Theories of motivation.
 - Physiological Theory.
 - Murray's Need Theory.
 - Psycho-analytical Theory.
 - Maslow's theory of hierarchy of needs.
 - Factors affecting motivation.
6. Mental health & mental hygiene
 - Adjustment and process of adjustment.
 - Defence mechanism: Projection, substitution, sublimation, withdrawal, reaction formation and fixation.

Suggested Readings

1. Abramson, Paul, R: Personality, New York: Holt Rinehart and Winston, 1980
2. Allport, G.V.: Personality, New York: Holt, 1954
3. Allport G.W.: Pattern and Growth in Personality New York: John Wiley and Sons, Inc., 196.
4. Andrews, T.W.(Ed.): Methods in Psychology, New York, John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R. Charies, Don C. The psychology of Human Growth and Development. New York; Holt, Rinehart and Winston, Inc., 1962.
6. Baum, a., Newman, S., West R., & McManus, C., Cambridge University Press, 1997.
7. Coleman, J.C. Abnormal Psychology and Modern Life Bombay: D.B. Taraporewal Sons & Co., 1976.
8. Dicapro, N.S.: Personality theories, New York: Hasrper, 1974.
9. Douglals, O.B. Holl, and B.P. Foundations of Educational Psychology, New York: The Mac Millan co. 1948
10. Gange, R.M.: The conditions of Learning, New York : Chicago Holt, Rinehart and Winston, 1977.
11. Gtes, A.T.et., Al: Educational Psychology, New York : Mac Millan, 1963.
12. Hilgard, E.R.: Theories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L. Educational Psychology, Delhi, Sterling Publishers, 1984.
14. Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shanker Udey: Development of Personality, 1965.
17. Talbgott, J.A. Hales, R.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
18. Thorope, G.L.& Olson, S.L. Behaviour Therapy, Concepts, procedures and applications, London: Allyn Bacon, 1999

M.A. (P) Education
(2nd Semester)

Paper-IX: Research Methods in Education

Time: 3 hours

Max. Marks: 100

(Theory: 80, Internal: 20)

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives

The students will be able to-

1. Write a critical note on major approaches to research.
2. Explain the research design.
3. Describe ethnographic, development and documentary analysis.
4. Illustrate the preparation of research synopsis.
5. Describe the writing of research report and evaluation of research report.

Course Contents

Unit-I

1. Major Approaches of Research-I
 - Descriptive Research
 - Expost facto Research
2. Major Approaches to Research-II
 - Historical Research
 - Laboratory Experiments.

Unit-II

3. Major Approaches to Research -III
 - Experimental Research
 - Field Studies
4. Qualitative Research
 - Ethnographic
 - Content, Inductive and Logical analysis

Unit-III

5. Validation of Qualitative Analysis.
 - Major Strategies for validation
6. Developing a research proposal (synopsis)
 - Writing Research Report and evaluation of research Report

Unit-IV

7. Errors in Conducting Research

- Theoretical Errors.
- Methodological Errors.
- Sampling Errors.
- Measurement Errors.
- Statistical Errors
- Interpretive Errors.
- Inferential Errors.
- Reporting Errors.

8. Development of Educational Research

- Need of research in Education
- Determining priorities in the fields of Educational Research in India
- Fixing-up the priorities of Areas
- Quality control of Educational Research
- Planning of Research
- Methodology
- Evaluation
- Suggestions for Improving Educational research

Suggested Readings

1. Miller, D.C. & Salkind, N.J. (200). Handbook of Research Design and Social Measurement, Sage Publications, London.
2. Ruane, Janet, M (2004), Essential of Research Methods to Social Science Research, Blackwell Publishers, Ltd.
3. Van Dalen, D.B. (1962), Understanding Educational Research McGraw Hill, New York.
4. Aggrawal, Y.P. (1998), Statistical Methods, Streling, New Delhi.
5. Adward, Allen L (1968), experimental Desgins in Psychological Research, Holt, Rinehart and Winnston, New York.
6. Ferguson, Gorge A (1976), statistical Analysis in psychology and Education, McGraw Hill, New York.
7. Garrett, H.E. (1973), Statistics in psychology and Education Vakils, Feffer and Simon, Bombay.
8. Guilford, J.P. and Benjamim Fruchter (1973), Fundamental Statistics.

M.A. (P) Education
(2nd Semester)

Paper-X: Methods of Data Analysis in Education

Time: 3 hours

Max. Marks: 100

(Theory: 80, Internal: 20)

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 sort answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives

The students will be able to-

1. Explain the meaning, characteristics, assumptions, computation & uses of Product moment and Rank difference correlation.
2. Differentiate between Rank difference & product moment & partial & multiple correlations.
3. Illustrate the concept, assumptions & computation of regression & prediction.
4. Explain & illustrate the concept & application of some tests of significance.
5. Differentiate between the T-Test and ANOVA.

Course Content

Unit-I

1. Correlation: Meaning, Characteristics, Assumptions, Computation and Uses of:
 - Product Moment Correlation
 - Rank Difference Correlation.
 - Partial and Multiple Correlation: Meaning, assumptions, computation and uses.

Unit-II

2. Regression and Prediction: Concept, assumptions and computation of Linear regression equations standard error of measurement.
3. Tests of significance.
 - Difference between means.
 - Difference between percentage and proportions.
 - Difference between correlations.

Unit-III

4.
 - Null Hypothesis
 - Standard error, confidence limits
 - Type I and Type II errors
 - One tailed and two tailed tests

Unit-IV

5.

- The F-test:
- One way ANOVA:
 - Meaning
 - Assumptions,
 - Computation and uses.

Suggested Readings:

1. Aggarwal Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
3. Ferguson, George A (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
4. Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
6. Koul Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
7. Kutz, A.K. and Mayo S.T. (1980), Statistical Qualitative and Psychology, Narola, New Delhi.
8. Neuman, W.L. (1997), Social Research Methods: Quantitative Approaches, Allyn and Bacon, Boston.
9. Siegel, S. (196), Non-Parametric Statistics, McGraw Hill, New York.
10. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.