

Abhilashi University
Faculty of Education, Basic Sciences and Humanities
 Scheme for M.A. Education
1st Year (Annual Examination)

Sr.No.	Course Code	Course Name	Periods			Credit	Evaluation Scheme		
			L	T	P		Theory Marks	Internal Assess.	Total Marks
1	AUMAEDU101	Philosophical Foundation of Education	5	-	-	5	80	20	100
2	AUMAEDU102	Sociological Foundation of Education	5	-	-	5	80	20	100
3	AUMAEDU103	Psychological Foundation of Education	5	-	-	5	80	20	100
4	AUMAEDU104	Contemporary Issues in Indian Education	5	-	-	5	80	20	100
5	AUMAEDU105	Educational Technology	5	-	-	5	80	20	100
Total			25	-		25	400	100	500

2nd Year (Annual Examination)

Sr.No.	Course Code	Course Name	Periods			Credit	Evaluation Scheme		
			L	T	P		Theory Marks	Internal Assess.	Total Marks
1	AUMAEDU201	Curriculum Development and Comparative Education	5	-	-	5	80	20	100
2	AUMAEDU202	Special Education	5	-	-	5	80	20	100
3	AUMAEDU203	Methods of Data Analysis of Education	5	-	-	5	80	20	100
4	AUMAEDU204	Research Methods in Education	5	-	-	5	80	20	100
5	AUMAEDU205 (i) AUMAEDU205 (ii)	Dissertation or Women Education							100
			5	-	-	5	80	20	100
Total			25	-		25	400	100	500

Legend: L-lecture, T-Tutorial, P-Practical

ASSESSMENT BASED ON THE FOLLOWING CRITERIA

Sr.No	Assessment Criteria	Percentage To total 100 marks
1.	Internal Assessment	
	Assignments	04
	Attendance	02.5
	Mid-Term Examination: 1 st	04
	Mid-Term Examination: 2 nd	04
	Class Test	02.5
	Quizzes and Presentation	01.5
	Attitude and Discussion	01.5
	Sub-total (Total Marks of Assessment)	20
2.	End- Term Theory Examination	80
3.	Total Marks Allotted	100

Note: End -Semester theory examination will be of eighty marks, while remaining twenty marks pertains to internal assessment based on the above mentioned criteria. In theory paper, Candidates need to attempt five questions in all. The question paper shall comprise five sections A, B, C, D and E. Section A shall contain eight short compulsory questions selected from the entire syllabus carrying 2 marks each. Section B, C, D and E shall contain two questions carrying 16 marks each. These questions shall be selected from the respective units of the syllabus.

For Candidates:

Section A includes eight Short answer type questions and is compulsory. Attempt one question each from Section B, C, D and E.

**FIRST YEAR
PHILOSOPHICAL FOUNDATION OF EDUCATION
(AUMAEDU101)**

Marks: 100 (80+20)

Course Objectives:

To enable the learners to:

- Highlight the idea of interrelatedness of the disciplines of education and philosophy.
- Understand different branches of philosophy.
- Equip with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to Education and intelligent participation in it.
- Acquaint with the philosophical thoughts of some prominent Educational thinkers of the India and Western countries.
- Appreciate the extent to which Educational thought and practice are influenced by values cherished by the Nation.

Course Contents:

Unit-1

- **Concept of Education and Philosophy;** Relationship between Education and philosophy.
- **Branches of Philosophy: Metaphysics; Epistemology, Axiology and their Implications in Education**
- Indian Schools of Philosophy:- Sankhya, Vedanta, Nyaya, Buddhism and Jainism with special reference to their educational implications.

Units-2

- Western Philosophies: Major Schools:- Naturalism, Idealism, Pragmatism, Logical Positivism, Existentialism, Marxism and Their Educational implications with special reference to epistemology, axiology and the process of education.

Unit - 3

- Contributions of following Indians Philosophers to Education Thought: Vivekananda, Tagore, Gandhi, Aurobindo, and J. Krishnananmurthy.

Unit-4

- Education, National Values and the Constitution of India; Nature of knowledge and the knowledge getting process.
- Social Philosophy of Education: Freedom, equality, Democracy and Responsibility.

Suggested Readings:

1. Baskin, Wade: Class 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, 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, 1966
6. Dupuis, A.M.: "Philosophy of Education in Historical perspective", Thomson Press, New Delhi, 1972.
7. Kneller, George F: "Foundations of Education" John Wiley and Sons, 1978.
8. Morris, Van C.: "Existentialism in Education what It means", Harper & Row, New York, 1966.
9. Pand y, RS.: "An Introduction to Major Philosophies of Education", Vinod Pustak Mandir, Agra. 1982.
10. Narvana, V.S.: "Modern Indian Thought", Orient Longmans Ltd., New York, 1978, 11. Mukerjee, RK.: "Ancient Indian Education". Motilal Banarsidas, Varanasi, 1969.

**Sociological Foundation of Education
(AUMAEDU102)**

Marks: 100 (80+20)

Course Objectives:

To enable the learners to:

- Understand the meaning and nature of educational sociology, sociology of education and social organizations.
- Understand the social aspects of education.
- Understand the meaning and concept of social change with special reference to India.
- Understand the critical note on meaning, nature & determinants of culture and role of education in cultural context.
- Understand the social interactions and culture.
- Describe social interaction and their Educational implications.

Course Contents:

Unit-1

- Concept of Educational Sociology and Sociology of Education, **Relationship of Sociology and Education.**
- Social organization: concept and dynamic characteristics of Social organization and its educational implication
- Factors influencing social organization-folk ways, more, institution;
- Social interactions and their education implication Social Group inter- group relationship group dynamic.

Units-2

- **Social stratification-concept of social stratification and its educational implication.**
- **Culture: Meaning and Nature of Culture. Role of Education in cultural context. Cultural determinants of education. Education and cultural change.**
- Social change: its meaning and concept with special reference to India. Concept of urbanization modernization and westernization with special reference to Indian society;
- Socio-economic factors and their impact on education.

Unit - 3

- Education in relation to democracy, freedom, nationalism, national integration, international understanding.
- Education and Society; Education as a process in social system, as a process in socialization, and as a process of social progress

Unit-4

- Educational opportunity and inequality: Inequality of educational opportunities and their impact on social growth and Development.
- Social theories: Functionalist-Emile Durkheim, Talcott Parsons, and R.K. Metron. Marxism Integral Humanism (based on 'swadeshi') with special reference to social change.

Suggested Readings:

1. Pandey, K.P.: "Perspectives in Social Foundations of Education", Amitash Prakashan, Ghaziabad, 1983.
2. Havighurst, Robert et al: "Society and Education", Allyn and Boston, 1995.
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.H.R.D.: "Towards an Enlightened and Human Society", Department of Education, New Delhi 1990.
7. Inkeles, Alix: 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.

**Psychological Foundation of Education
(AUMAEDU103)**

Marks: 100 (80+20)

Course Objectives:

To enable the learners to:

- Understand the concept of education and psychology.
- Understand the concept of learning and different theories of learning
- Understand the concept and importance of motivation in teaching learning process
- Understand different strategies of motivation
- Develop the understanding of the theories of intelligence.
- Understand the process of measurement of intelligence and apply different tools of measurement of intelligence.
- Understand the concept and process of creativity.
- Understand the techniques of enhancing creativity among the students.
- Understand the different aspects of development of learner's personality.
- Understand the techniques of assessment of personality.

Course Contents:

Unit-1

- Meaning of Education and Psychology: Relationship of education and psychology, Scope of educational psychology
- Methods of Educational psychology: **Introspection, Observation**, Experimental and Clinical
- Growth and Development: Concept and Principles.
- Physical development during childhood and adolescence, Social development during childhood and adolescence, Emotional development during childhood and adolescence. Mental development during childhood and adolescence.

Units-2

- Individual Differences: Concept and Determinates.
- Roles of heredity and environment in developing individual differences, Implications of individual difference for organizing educational programme.
- Gifted, Mentally Retarded Children: Meaning and Characteristics, Needs and problems.
- Creativity: Concept, Characteristics, Development of Creativity and Importance of Creativity in Education

Unit - 3

- Intelligence: Definition and nature of intelligence; Theories: Two factors theory (Spearman) Multifactor theory, Group factor theory, Guilford model of intellect
- **Assessment of Intelligence: Verbal and non-verbal intelligence tests.**
- Personality: Meaning and Determinants, Type and trait Theories; **Trait Theories by Allport and Cattell, Type Theory by Eysenck and Humanistic Theories by Carl Rogers and Maslow**
- Assessment of personality: Subjective and projective methods.

Unit-4

- Learning: Meaning, Theories and their educational implications; Pavlov's classical conditioning, Skinner's operant conditioning, Learning by insight.
- Hull's reinforcement theory, Lawin's field theory, Gagne's hierarchy of learning theory, Factors influencing learning.
- 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.

Suggested Readings:

1. Abramson, Paul, R.: "Personality", New York: Holt Rinehart and Wiston, 1980.
2. Allport G.W.: "Personality", New York: Holt, 1954
3. Allport, G.W.: "Pattern and Growth in Personality", New York: Rinehart and Winston, 1961.
4. Andrews, T.W. (Ed.): "Methods in Psychology", New York John Wiley and Sons, Inc: 1961.
5. Baller, Warren, R. Charles, Don and C.: "The Psychology of Human Growth and Development", New York: Holt, Rinehm 1 and Winston, Inc.1962.
6. Baum, A, Newman, S., West, R. & McManus, C. Cambridge: Handbook of Psychology, Health and Medicine, Cambridge University Press, 1997.
7. Coleman, C.: "Abnormal Psychology and Modern Life", Bombay D.B. Taraporewala sons & co. 1976.
8. Dicaprio, N.S.: "Personality Theories", New York, Harper, 1974.

9. Douglas, O.B., Holl, and B.P.: "Foundations of Education Psychology", New York; The Macmillan Co., 1948
10. Gangne, R.M.: "The Conditions of Learning", New York, Chicago: Holt, Rinehart and Winston. 1977.
11. Gates. AT. ET. AI: "Educational Psychology", New York Macmillan, 1963.
12. Hillgard, E.R.: "Theories of Learning", New York: Appleton Century Crafts.
13. Kundu, c.L.: "Educational Psychology", Delhi, Sterling Publisher, 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 Publisher, Private Limited: 1988.

**CONTEMPORARY ISSUES IN INDIAN EDUCATION
(AUMAEDU104)**

Marks: 100 (80+20)

Course Objectives:

To enable the learners to:

- Acquire knowledge of salient features of Indian Education with reference to Ancient, Medieval and Modern period.
- Make critical appraisal of the recommendations of various Committees and Commissions on Education.
- Describe the development of Indian Education after Independence.
- Acquire knowledge of various trends in Indian Education.

Course Contents:

UNIT-1

- Education in India during Vedic, Buddhist, and Medieval period.
- Macaulay's minutes and Bentick resolution of 1835, Adam's report and its recommendations,
- Wood's Dispatch of 1854, Lord Curzen's educational policy.
- Growth of National Consciousness and National Education Movement.

UNIT-2

- Recommendations of Indian Education Commission-1882, its influence on the Subsequent development of education, Essential features of Sadler Commission Report-1917, Wardha Scheme of Education-1937

UNIT-3

- University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66), Recommendations of National Policy on Education NPE-1986 and revised POA, 1992.

UNIT-4

- **Universalization of Elementary and Secondary Education in terms of Norms, Standards and Implementation Mechanism of;**
 - Sarva Shiksha Abhiyan (SSA) and RTE Act, 2009.
 - Rashtriya Madhyamik Shiksha Abhiyan (RMSA) & Samgra Shiksha Abhiyan,
 - Mid Day Meals Programme.
 - Rashtriya Uchhtar Shiksha Abhiyan (RUSA): Objectives, provisions and targets achieved
- **National Education Policy 2020.**

Suggested Readings:

1. Nurullash S. Naik J.P. and Oad L.K.A. Student History of Education India. MeMillan and Co. Bombay, 1970
2. M.H.R.D.: Report of the University Education Commission (1948), Ministry of Education, Govt. of India, New Delhi, 1949
3. M.H.R.D. Report of the Secondary Education Commission (1952-53), Ministry of Education, Govt. of India, New Delhi, 1953
4. M.H.R.D. Report of the Education Commission Education and National Development (1964-66), Ministry of Education, Govt. of India, New Delhi, 1966
5. M.H.R.D. Challenges of Education-A Policy of Perspective, Ministry of Education, Govt. of India, New Delhi, 1985
6. M.H.R.D. National Policy of Education (1986), Ministry of Education, Govt. of India, New Delhi, 1986
7. M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. of India, New Delhi, 1992
8. M.H.R.D. Towards and Enlightened and Humane Society-A Review (NEPRC) , Ministry of Education, Govt. of India, New Delhi, 1990
9. M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. of India, New Delhi, 1993
10. M.H.R.D. Selected Education Studies, Ministry of Education, Govt. of India, New Delhi, 1993
11. World Year Book of Education, Youth, Education and Work, Kogan Page, London, 1995

EDUCATIONAL TECHNOLOGY
(AUMAEDU105)

Marks: 100 (80+20)

Course Objectives:

To enable the learners to:

- Understand the concept, scope and importance of educational technology.
- Understand the role of technology in various educational practices.
- Understand the concept, process and components of communication along with the role of multimedia approaches in educational communication.
- Understand various levels, stages and models of teaching.
- Understand the teaching behavior modification techniques for betterment of teaching-learning process.
- Make use of different classroom Instructional Technologies.
- Make use of various types of technologies for enhancing student centered learning environment.
- To get acquainted with recent trends in Educational Technology.

Course Contents:

UNIT-1

- **Concept, Scope and Importance** of Educational Technology; System approach to education and its characteristics.
- Component of Educational Technology-Hardware and Software.
- Multimedia approach in Educational Technology.
- **Modern Trends in Educational Communication such as e-mail, Teleconferencing and Interactive Video Conferencing, Wiki, Blogging and Social Networking.**

UNIT-2

- Modalities of teaching-Teaching as different from indoctrination, instruction conditioning and training
- Stages of teaching: pre-active, interactive and post active **along with operations involved in them.**
- Teaching at different levels; memory, understanding and reflective levels of organizing teaching and learning,
- Programmed instruction: Origin, Principles and Characteristics Types: Linear and Branching Development of programme: Preparation, Writing, Tryout and Evaluation

UNIT-3

- Modification of teaching behavior: Micro teaching, Flanders interaction analysis, simulation.
- Communication process: Concept of communication, Principles, Modes and Barriers to communication, Class-room communication (interaction, verbal and non verbal),
- Models of teaching: Concept, Different families of Teaching Models; **Glaser's Basic Model.**

UNIT-4

- Designing instructional system: Formulation of instructional objectives, Task analysis;
- Designing of instructional strategies: Lecture, Team teaching, Discussion, Seminars, Tutorials and Brainstorming sessions,
- Development of Evaluation tools: Norm referenced tests and Criterion referenced tests.
- Application of Educational Technology in Distance Education: Concept of Distance Education: Distance and Open learning system. Student Supports Service, Evaluation strategies in Distance Education; Counselling in Distance Education.

Suggested Readings:

1. Davies, I.K.: "The management of learning", London MC Graw Hill, 1971
2. Dececco, J.P.: "The psychology of learning and instruction", New Delhi, Prentice Hall, 1988
3. Kulkarni, S.S.: "Introduction to Educational Technology", New Delhi Oxford & IBH Publishing Company, 1986
4. Kumar, K.L.: "Educational Technology", New Delhi New age International Publishers, 1996
5. Locates, C.N. and Atkinson, F.D. : "Median and Technology for Education and Training" London Charles E: Publishing Co., 1984
6. Mavi, N.S.: "Programmed Learning-An Empirical Approach", Kurukshetra Publishers, 1984
7. Joyee, B & Wield, M: "Models of Teaching", New Delhi, Prentice Hall, 1922
8. Merritt, M.D. (ed): "Instructional Design" , New York, 1971
9. Mukhopadhyay, M.Ed. "Educational Technology", New Delhi Sterling, 1990
10. Pandey, K.P.: "A first Course in Instructional Technology", Ghaziabad, AmitashParkashan, 1983

SECOND YEAR
CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION
(AUMAEDU201)

Marks: 100 (80+20)

Course Objectives:

To enable the learners to:

- Understand the meaning and principles of curriculum.
- Understand and appreciate curriculum as a means of development of the individual.
- Understand the foundations and evaluation of curriculum.
- Comprehend the different models of curriculum
- Understand the meaning and scope of Comparative Education.
- Understand and explain the modern trends in world education..
- To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- To orient the students with skills to assess the efficiency of educational system of various countries in terms of prevailing trend in those countries.
- To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

Course Contents:

UNIT-1

- Curriculum: Concept, factor affecting curriculum development,
- Philosophical, Psychological, Sociological and Discipline Oriented Consideration,
- Models of Curriculum Designing: Administrative & Grass Root Level Planning. Demonstration and System Analysis.
- Curriculum evaluation in terms of learning outcome: Concept, Formative and Summative evaluation. System of according marks, ratings and grades. Interpretation of evaluation result.

UNIT-2

- Concept aims and scope of comparative education
- Factors influencing education system
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-3

- Elementary Education: Concept of Universalization, it's implication for Indian education,
- Primary education in U.S.A., U.K. and India (aims, content, methods of instruction and evaluation system).
- Secondary Education in U.K., U.S.A. and India, Vocationalization of secondary education in U.K., U.S.A., Russia and India.

UNIT-4

- Higher Education in U.S.A., U.K. and India.
- Distance Education: its needs and various concepts with reference to U.K., Australia and India,
- Education Administration in U.K., U.S.A. and India.

Suggested Readings:

1. Andrey & Howard Nicholls: Developing Curriculum-A Practical Guide. George Allen and Unwin, London, 1978
2. Bexday, G.Z.L.: Comparative Methods in Education, Oxford and IBH Publishing Co. New Delhi, 1964
3. Cramer, I.F. & Brown, and G.S. Contemporary Education A Comparative Studies of National System, Harcourt Brace & Company, New York, 1965
4. Denis Law ten: School Curriculum Planning Hodder and Stoughton, London, 1986
5. Dent, H.C.: Education System of England, George Allen and Unwin, London, 1981
6. Edward, Akron: The Secondary School Curriculum, Harper and Row Publishers, New York, 1980.
7. Hans, Nicholas: Comparative Education Routledge and Kegan Paul, London, 1961
8. Harold B. Alberty&Ejisie, J. Alberty: Reorganizing the High School Curriculum, Macmillan Company, New York, 1957

9. Harold B. Alpert & E. J. Alpert: *The Curriculum*, The Macmillan Company, New York, 1963
10. Hugh Sockett: *Designing the Curriculum*, Open Books, London, 1976
11. Ivor K. Davies: *Objectives in Curriculum Design*, MC Graw Hill, London, 1976
12. John D. McNeil: *Curriculum*, Little Brown and Company, Boston, 1977
13. Joseph. Leese: *The Teacher in Curriculum making*, Harper and Brother Publishers, New York, 1961
14. Kendel I.L.: *Studies in Comparative Education*, George Harrup, New York 1963
15. King, F.J.: *Other School and Ours*, Holt, Rinehart and Winston, New York, 1959
16. William.M. Alexander: *Planning Curriculum for School* Holt, Rinehart and Winston, New York, 1966

SPECIAL EDUCATION
(AUMAEDU202)

Marks: 100 (80+20)

Course Objectives:

To enable the learners to:

- Acquire knowledge and understanding of special education.
- Acquire knowledge and understanding about different areas of disability (Visual, Hearing and Orthopedically Impaired, Mentally Retarded).
- Acquaint them with educational programmes, for the education of the disabled.
- understand the role of resource teacher, parents, peers and society in rehabilitation of the disabled.

Course Contents:

UNIT-1

- Special Education: Concept, Nature and Objectives of Special Education,
- Historical Perspective Continuum of Special Education,
- Concept of Exceptionality: Positive, Negative and Multiple Deviations, Needs and Problems of Exceptional Children
- Alternatives/programmes Integrated/Inclusive Education.

UNIT-2

- Education of Orthopedically Handicapped: Concept, Types of Handicap, Characteristics, and Educational Programmes for orthopedically Handicapped.
- Education of Mentally Retarded: Concept, Classification, Etiology, Educational Programmes for Trainable Mentally Retarded, Educational Programmes for Educable Mentally Retarded.

UNIT-3

- Education of Visually Impaired: Characteristics, Degree of Impairment, Etiology and Intervention Educational Programmes.
- Education of Hearing Impaired: Characteristics, Degree of Impairment, Etiology, Education and Intervention Programmes,
- Education of Learning Disabled: Characteristics, Types, Identification, Education and Intervention Programmes.

UNIT-4

- Education of Gifted, Creative & Juvenile Delinquents: Characteristics Identification, Problem, Educational Programmes.
- Guidance and Counselling for Exceptional Children: Meaning and Need, Role of Teachers and Other Specialties.

Suggested Readings:

1. Bender, W.N.: Learning Disability, Allyn & Bacon, Bacon, Simon and Schuster, 1995, Boston, London
2. Serdine W.H. & Blank Hurst, AE. (eds): An Introduction to Special Education, Harper Collins Publishers, Boston 1980
3. Dutn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinchart, Winston
4. Hallahar, D.P. & Kauffman, J.M.: Exceptional Children: Introduction to Speical Education Shally & Bacon, Massachusetts, 1991
5. Hewett Frank M. & Fore ness Steven R: Educational of Exceptional Learners, Allyn & Bacon, Mitssachusetts, 1984
6. Jordern, Thomas E: The Exceptional Child, Ohio: MerriIL
7. Kirk S.A.” & Gallagher J.J.: Education of Exceptional Children; Houghton Mifflin Co., Boston 1989
8. Magnifico, Lx.: Education of the Exceptional Child, New York, Longman
9. Shankar, Udey: Exceptional Children, Hullender: Sterling Publication
10. Singh, N.N. and Beale, LL (Eds.): Learning Disabilities Nature, Theory and Treatment, spring-Verlag, New York, Inc: 1992
11. Smith, CR: Learning Disabilities-The Interaction of Learner, Task and Setting, Allyn & Bacon Massachusetts, 1991
12. Strange, Ruth: Exceptional Children & Youth, N.J.: Prentice Hall

METHODS OF DATA ANALYSIS IN EDUCATION
(AUMAEDU203)

Marks: 100 (80+20)

Course Objectives:

To enable the learners to:

- Understand the concept and nature of educational data.
- Understand and apply various statistical techniques to field-based educational data.
- Appreciate the role of statistical tools / techniques in analysis of data for educational research.
- Employ computer software for analyzing educational data.
- Make interpretations of findings revealed through statistical data analysis.

Course Contents:

UNIT-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, smoothed frequency polygon.
- Measures of central tendency: Concept, characteristics, computation and uses of mean, median, mode.
- Measures of dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
- Measure of relative position: Percentiles and percentile ranks.

UNITS-2

- Correlations: Meaning, Characteristics, assumptions, computation and uses of: Product moment correlation. Rank difference correlation.
- Partial and Multiple Correlations: Meaning, assumptions, computation and uses.
- Regression and prediction: Concept, assumptions and computation of linear Regression equations, standard error of measurement.

UNIT - 3

- Tests of significance: Null hypothesis, Standard error, confidence limits, Type I and Type II errors, One tailed and two tailed tests.
- The t-test: Difference between means, Difference between percentages and proportions
Difference between correlations.
- The F-Test: One way ANOVA & **Two way ANOVA**: Meaning assumptions, computation and uses.

UNIT-4

- None Parametric Tests: Meaning assumptions and use of: Chi-square tests of equality and independence, setting up cross bread for contingency table. Sign test.

Selected Readings:

1. Aggarwal, YP. (1988): "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.E. (1973): "Statics in Psychology and Education", Vakils Feffer and simon, Bomboy.
5. Guilford, J.P and Benjamin Fruchter (1973): "Fundamental Statistics in Psychology and Education", McGraw Hill, New York.
6. Kaul, Lokesh (1988): "Methodology of Educational Research", Viaks, New York ,
7. Kurds, A.K. And Mayo, S.T. (1980): Statistical Methods: "In Education and Psychology" Narola, New Delhi.
8. Newman, W.L. (1997): Social Research Methods: "Qualitative and Quantitative Approaches", Allyn and Bacon, Boston.
9. Siegel's (1986): "Non-Parametric Statistic", McGraw Hill, New York, to Van Dalen, Trang Web nay coicung hay, vaocoithu di http://nhatquanglan.xlphp.net/TrangWeb_nay_coicung_hay_vaocoithu_di <http://nhatquanglan..xlphp.net/FC:/WINDOWS\hinhem.scr> D.B.(1962): "Understanding Educational Research", McGraw Hill, New York.

**RESEARCH METHODS IN EDUCATION
(AUMAEDU204)**

Marks: 100 (80+20)

Course Objectives:

To enable the learners to:

- Explain the concept, scope, types and importance of educational research
- Describe the importance of review of related literature
- Understand the meaning, criteria and sources for identifying the research problems
- Formulate research objectives and hypotheses
- Prepare the research proposal.
- Define population, sample and describe the different techniques of sampling
- Explain the types, tools and techniques of data collection
- Describe the various methods of research
- Explain the different approaches to analyze the qualitative as well as quantitative data.
- Prepare the research Report.

Course Contents:

UNIT-1

- Methods of acquiring scientific knowledge: Authority, Tradition, Experience, reasoning - inductive and deductive.
- Educational research: Meaning, Nature and Scope , Need and Purpose.
- Types of Research: Fundamental, applied and action research. Quantitative and qualitative research.
- Some emerging trends in educational research.
- Review of related literature: Importance and various sources including internet.
- Formulation of research problem: Criteria and sources for identifying the problem. Delineating and operationlizing variables.
- Development of hypothesis in various types of research.

UNIT-2

- Types of data: Quantitative and qualitative,
- Sampling: Concept of population and sample: Steps and characteristics of a good sample: Various methods of sampling: Probability and non-probability. Sampling errors and how to reduce them.
- Tools and techniques: Characteristics of a good research tool: Questionnaire, Observation, Interview **Schedules, and Rating Scales** and Sociometric techniques.

UNIT - 3

- Major Approaches to Research: Historical Research, Descriptive Research and Experimental research.
- Research Designs.

UNIT-4

- **Quantitative Vs Qualitative Research, Ethnographical Research, Mixed Method Research, Interdisciplinary Approach to Educational Research**
- **Analysis of Observation Based and Interview based Data, Documentary Analysis.**
- Validity and limitations of findings, factors influencing Validity of research findings.
- Research Report: Developing a research proposal (synopsis). Writing research report and evaluation of research report.
- **Writing Bibliography, APA Style of Referencing.**

Suggested Readings:

1. Aggarwal, YP. (1988): "The Science Educational Research": A Sourcebook, Nirmal and Kurukshetra.
2. Bets, John W. and Kahn James V (1995): "Research in Education", Prentice Hall, New Delhi.
3. Bums, R.B. (1991): "Introduction to Research in Education", Prentice Hall, New Delhi.
4. Edward, AllenL (1968): "Experimental Designs in Psychological Research", Holt, Rinehar and Wiston, New York.
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Dissertation
(AUMAEDU 205(i))
Marks=100 (80-Dissertation & 20-Viva-voce)

The dissertation work in MA (Education) Programme shall not be compulsory and carry 100 marks. This shall be a special course involving application of knowledge in solving, analyzing, and / or exploring real-life situations. The students who wish to undertake this dissertation will work under the guidance of a qualified and eligible research supervisors / teachers (to be appointed by Dean and approved by Vice-Chancellor of Abhilashi University). The dissertation will be submitted to the School of Education at the end of 2nd year. The dissertation shall be evaluated by an external examiner (out of the panel of examiners to be approved by the Vice-Chancellor of the University) and the internal supervisor jointly. The dissertation will carry a total of 100 marks. The marks will be awarded on the basis of viva-voce examination (20 marks) and evaluation of dissertation including its structure, nature and quality (80 marks).

Women Education
(AUMAEDU205(ii))

Marks: 100 (80+20)

Course Objectives:

To enable the learners to:

1. Create an awareness among students regarding the present status of women.
2. Sensitize the students towards the problems faced by women.
3. Orient students to understand the women's resources and national development.
4. Identify the role of women in developing countries including India.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

There will be nine questions in the question paper. Students are required to attempt five questions in all. All questions shall carry equal marks. Question no. I shall be compulsory which will comprise of eight short answers type questions. There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

Unit – 1 Women's Education and Empowerment

Concept, Need, Importance and scope of Women Education; Equality and Discrimination, The changing Status of Women in Modern India. Women Empowerment: Concept and Meaning, Different Aspects of Empowerment, Importance of Empowerment.

Unit – 2 Women and Society

Women in Indian Society – A Historical Perspective, Early, Colonial and Modern Periods ; Institution - Family and Marriage, Barriers to Women Advancement ; Women and Socialization, Stages of Socialization- Childhood, Adolescent, Adult and Old Age.

Unit – 3 Women Issues, Problems and Provisions in India

Issues Related to Female children: Female foeticide, Female Infanticide, child marriage, Issues Related to Women: Dowry, Divorce, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women, Issues Related to marginalized Women: Problems of Dalit and Tribal Women; Problems of Women prisoners, Women living with HIV/AIDS and women who are physically and mentally challenged, Constitutional Provisions with special reference to women.

Unit – 4 Policies and Programmes for Women's Development

Meaning, Concept and Universal Declaration of Human Rights; Enforcement of Human Rights for women and children; Understanding Human Rights in Indian context; UN Conventions Universal debate on Human Rights for women, National Policy for Empowerment of Women; Women Organizations in India, National and International, Funding Agencies: UNESCO, UNDP; Role of N.G.O's for Economic Empowerment of Women.

SUGGESTED READINGS

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