**DEPARTMENT OF EDUCATION**

**KURUKSHETRA UNIVERSITY KURUKSHETRA**

**(Established by the State Legislature Act XII of 1956)**

**(“A+” Grade, NAAC Accredited)**

**(Ranked 8th amongst State Universities under category-1 as per UGC**

**Regulation on Graded Autonomy)**

**Scheme of Examination for M. Phil Education (CBS) w.e.f. 2018-19**

**ANNUAL SYSTEM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Paper No.** | **Title** | **Credit** | **Max. Marks** | **End Semester Marks** | **Internal Assessment Marks** | **Time** |
| MPEDU-101  (Compulsory Paper ) | Research Methods & Advanced Statistical Techniques | 4 | 100 | 80 | 20 | 3 Hours |
| The students may choose any one of the following elective/ optional paper. (MPEDU-102 to 107) | | | | | | |
| MPEDU-102 | Comparative and International Systems of Education | 4 | 100 | 80 | 20 | 3 Hours |
| MPEDU-103 | Educational Technology | 4 | 100 | 80 | 20 | 3 Hours |
| MPEDU-104 | Educational Perspective of Special Needs | 4 | 100 | 80 | 20 | 3 Hours |
| MPEDU-105 | Advanced Educational Psychology | 4 | 100 | 80 | 20 | 3 Hours |
| MPEDU-106 | Educational Management: Nature & Perspective | 4 | 100 | 80 | 20 | 3 Hours |
| MPEDU-107 | Philosophy of Education | 4 | 100 | 80 | 20 | 3 Hours |
| MPEDU-108 | Seminar – I | 2 | 50 | Every Candidate shall deliver two seminars during the academic session | | |
| MPEDU-109 | Seminar – II | 2 | 50 |
|  | Dissertation |  | 100 | Dissertation & Viva-Voce would be assessed/ conducted by external examiner and would be awarded Grade as per M. Phil ordinance Clause 11(11) | | |

**MASTER OF PHILOSOPHY (EDUCATION)**

**COURSE CODE: (MPEDU-101)**

**RESEARCH METHODS AND ADVANCED STATISTICAL TECHNIQUES**

**Time of Examination: 3 hours Credit: 4**

**Max. Marks: 100**

(Ext.-80, Int.-20)

**Note**: (1) Attempt 5 questions in all, selecting one question from each part.

(2) Question no.1 is compulsory.

(3) All questions carry equal marks.

**Objectives:**

The students will be able to-

1. Comprehend the role of research in theory and practice of education
2. Develop inquisitive mind and spirit of inquiry
3. Develop competence to design, execute and report research in education
4. Apply research findings in education practices
5. Describe and apply the advance statistical techniques in data analysis.

**UNIT-I**

1. Nature Methods and steps of the following approaches for acquiring knowledge
   * + Dialectical
     + Scientific
     + Developmental research
     + Ethnographic Research
2. Areas of Educational Research with respect to

* Content of Education
* Instruction Learning and Evaluation
* Economic and Political Situations
* Social and Cultural Needs
* Historical Context
* Priority areas of Educational Research

1. Ethical Issues in Educational Research

**UNIT-II**

1. Techniques of data collection and processing:
   * Attitude Scale
   * Sociometric Technique
   * Content analysis
   * Semantic differential techniques
2. Regression and Prediction

Concept, assumptions, uses, computation, and significance of following:-

* Linear Regression Equation
* Multiple Regression Equation

**UNIT-III**

1. Standardization of an Achievement Test.

* Characteristics of a good Research tool.
* Construction and Steps of Standardization of an Achievement Test

1. Advanced Techniques of Correlation

Concept, assumptions, uses, computation, and significance of following:-

* Partial correlation
* Multiple correlation
* Biserial correlation
* Point biserial correlation
* Phi
* Tetrachoric

**UNIT-IV**

1. Methodological Issues in Educational Research with reference to the problems of:

* Sampling
* Data Collection
* Interpretation of results
* Factors Influencing Validity of Research and How to increase the validity of       Research

1. Parametric Tests of Data Analysis

Concept, assumptions, uses, computation, and significance of following:-

* ANOVA One Way
* ANOVA Two Way with and without Replication

1. Non-Parametric Test
2. Median Test
3. Chi square test
4. K-S-Test

**BOOKS RECOMMENDED**

1. Aggarwal, Y.P. (1998)*. Statistical Methods*, New Delhi, Sterling Publishers.
2. Aggarwal, Y.P. (1998) *the Science of Educational Research: A Source Book*, Kurukshetra: Nirmal Book Depot.
3. Ary, D., Jacob, L.C & Sorensen, C.(2010). *Introduction to research in education,*  8th 5th International edition: USA. Wadsworth Cenage Leaning
4. Best, J. W. & Kahn J. V. (2005). *Research in Education*, New Delhi: Prentice Hall.
5. Burns, R.B. (1991) *Introduction to Research in Education*, New Delhi: Prentice Hall.
6. Ferguson, G.A. (1976) *Statistical Analysis in Psychology and Education,* New York McGraw Hill.
7. Garrett,H.E. (1973). *Statistics in Psychology and Education*, Bombay Vakils, Feffer and Simon.
8. Glass, G. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology,*NeedhamHeights, A. Simon & Schuster Company.
9. Good, C.V. & Douglas, E. S. (1954). *Methods in Social Research,* New York: Mc Graw Hill.
10. Gravetter, F.J. & Wallnau, L.B. (2009). *Statistics for the behavioral sciences.* 5th International edition: USA. Wadsworth Cenage Leaning
11. Guilford,J.P. and Benjamin,F.(1973).*Fundamental Statistics in Psychology and Education,*McGraw Hill, New York
12. Kerlinger, F.N. (1973). *Foundation of Behavioral Research*, New York: Holt Rinehart and Winston.
13. Koul, L. (1988). *Methodology of Educational Research*, New Delhi, Vikas Publications.
14. Kurtz, A.K.& Mayo,S.T. (1980). *Statistical Methods in Education and Psychology*, New Delhi
15. McMillan, James,H.& Schumarcher,S. (1989). *Research on Education: A Conceptual Introduction*, New York: Harper and Collins.
16. Miller,D.C.&Salkind, N.J. (2002). *Handbook of Research Design and Social Measurement ,*London: Sage Publications.
17. Minium, E.W., King B.M., & Bear,G. (1995). *Statistical Reasoning in Psychology&Education,*Canada: John Willy & Sons.
18. Mouly, A.J. (1963). *The Science of Educational Research*, New Delhi: Eurasia.
19. Neuman, W.L. (1997) *Social Research Methods: Qualitative and Quantitative Approaches*, Boston: Allyn and Bacon.
20. Ruane, J.M. (2004) *Essentials of Research Methods to Social Science Research*, Blackwell Publications.
21. Siegel, S. (1986) *Non-Parametric Statistics*, New York: McGraw Hill.
22. Travers, R.M.W. (1978). *An introduction to Educational Research*, New York: Mcmillan.
23. Van, D., D.B. (1962) *Understanding Educational research*, New York: Mc Graw Hill.
24. Cohen, L. & Lawrence, M. (1980). Research methods in education, London: Groom Helm
25. Fox, J. (1962). The Research Process in educationNew York: D. Van Nostrand
26. Lehmann, J. & Mearens, W.A., (1979). Educational Research: readings in forces, IBH Publishing Co.

**MASTER OF PHILOSOPHY (EDUCATION)**

**COURSE CODE: (MPEDU-102)**

**COMPARATIVE AND INTERNATIONAL SYSTEMS OFEDUCATION**

**Time of Examination: 3 hours Credit: 4**

**Max. Marks: 100**

(Ext.-80, Int.-20)

**Note:**  (1) Attempt 5 questions in all, selecting one question from each unit.

(2) Question no.1 is compulsory.

(3) All questions carry equal marks.

**Objectives:** The students will be able to-

- Understand the concept and scope of comparative education.

- Make themselves aware of different factors which influence the educational systems of different

  countries.

- Acquaint themselves with different approaches of comparative education.

- Illustrate the educational systems of countries like U.S.A., U.K., Japan and India.

- Make comparison between the educational systems of different countries at different levels.

- Acquaint themselves with the educational problems of different countries.

**Unit-I**

* Concept, Purpose, Importance & Scope of Comparative Education
* Factors affecting educational systems of different countries
* Approaches to the study of Comparative Education**:** Historical, Philosophical & Sociological
* New trends and significance of research in comparative education

**Unit-II**

* Study of the Educational System of U.K., U.S.A., &Japan with special reference to Primary Education & Secondary Education
* Primary Education in India, Universalisation of Elementary Education, DPEP, SSA, RTE-2009, Secondary Education in India, Vocationalisation of Secondary Education

**Unit-III**

* Study of the Educational System of U.K., U.S.A., &Japan with special reference to Higher Education
* Higher Education In India, Role of UGC, Problems of Higher Education in India

**Unit-IV**

* Distance Education in U.K., U.S.A., &Japan
* Educational Administration in U.K., U.S.A., &Japan
* Distance Education in India, Role of IGNOU in Distance Education & Problems of Distance Education in India

**BOOKS RECOMMENDED**

**Arnove, Robert F. & Alberto, Torres Carlos. (2007*).*** *Comparative Education: The Dialectic of the Global and Local*. U.S.A: Rowman and Little field Publisher.

**Bereday G.Z.F. (1967).***Comparative Methods in Education*, New Delhi: Oxford and IBH Publishing Co.

**Chaube, S.P. & Chaube, A. (2007).***Comparative Education*. Noida: Vikas Publishing House.

**Chaubey S.P.(1969).***Comparative Education*, Agra: Ram Prasad and sons Publishers

**Cramer J.F. and Brown G.S., (1965)**.*Contemporary Education: A comparative study of National*

*Systems*. New York: Naracourt Brace and Co.

**Edmund J. King (1968).***Comparative Studies and Educational Decisions*. London: Mathuen Educational Ltd.

**Dent H.C., (1981).** *Educational Systems of England*. London: George Allen

**Gazette of India. (2009).***The Gazette of India – Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice.

**Kandel I.L. (1963).***Studies in Comparative Education*. New York: George Harrap

**Kubow, Patriva K., & Fossum, Paul R. (2007).***Comparative Education: Exploring Issues in International Context*. U. S. A.: Pearson/Merrill/Prentice Hall Publishers.

**Mundy, Karen. ,Bickmore, Kothy. ,Hayhoe Ruth. ,Madden, Meggan. & Madjidi, Katherine. (2008).***Comparative and International Education: Issues for Teachers*. U.S.A.: TeacherCollege Press.

**MHRD. (1995).***DPEP Guidelines*, New Delhi: Govt. of India.

**MHRD. (2011).***Sarva Shiksha Abhiyan – Frame Work for Implementation Based on Right of Children to Free and Compulsory Education Act, 2009*. New Delhi : Govt. of India.

**MHRD. (2012).***Voices of Teachers and Teacher Educators*. Vol. 1, issue 1, Jan. 2012. MHRD, Govt. of India. Udaipur: Preparation of the Publication at Vidya Bhawan Society.

**NCERT. (2012).** Impact of In-Service Teacher Training on Class room Transaction in Haryana.

**NUEPA.** *Elementary Education in India- Where do we Stand?*New Delhi :State and District Report Cards (Yearly Publication)

**Shrivastava, S.K. (2005).***Comparative Education*. New Delhi: Anmol Publications Pvt. Ltd.

**Sodhi,T.S. (2005)**. A Text Book of Comparative Education-Philosophy, Patterns and Problems of

National Systems, New Delhi. Vikas Publishing House Pvt. Ltd.

**Sodhi, T.S. (2007).** Textbook of Comparative Education. Noida: Vikas Publishing House.

**Reddy R.S.** The methods of analysis and enquiry publisher, Ajay Verma, Common wealth

publisher 4378/4B, Mutali Lal Street, Ansari Road, New Delhi.

**Yadav, Rajender Singh (2006).** Community Participation in Education: Role of Village Education Committee. Ambala Cantt: The Associated Publishers.

**MASTER OF PHILOSOPHY (EDUCATION)**

**COURSE CODE: (MPEDU-103)**

**EDUCATIONAL TECHNOLOGY**

**Time of Examination: 3 hours Credit: 4**

**Max. Marks: 100**

(Ext.-80, Int.-20)

**Note**: (1) Attempt 5 questions in all, selecting one question from each part.

(2) Question no.1 is compulsory.

(3) All questions carry equal marks.

**Objective:**

The students will be able to-

* define the concept, origin, scope and characteristics of educational technology.
* illustrate the meaning of communication and different components of communication.
* explain the concept of teaching.
* describe different models of teaching.
* develop skill of designing instructional system.
* describe the different evaluation tools.
* write a critical note on the origin and concept of programmed learning.
* understand the principles of programming.
* understand different styles of programming.
* acquaint themselves with different stages of programme development.
* understand individualized learning techniques.

**Unit-I**

* Origin of Educational Technology
* Meaning, Characteristics & Scope of Educational Technology
* Components of Educational Technology
* Systems Approach, steps of systems approach and its characteristics.
* Media and Instructional technology

**Unit-II**

* Concept of Communication.
* Components of communication process: Sender, Media, Message, receiver & Feedback
* Principles of effective Communication
* Class-Room Communication
* Barriers coming in the way of effective communication
* Concept of teaching.
* Teaching as different from Indoctrination, instruction, conditioning and  training
* Relationship between teaching and learning.

**Unit-III**

* Models of Teaching: Meaning & Concept
* Jurisprudential inquiry Model
* Synectics Model for enhancing creative thought

Non-Directive teaching: the learner at the center

* Designing Instructional system: Writing objectives in behavioral terms, Task analysis,   Development of evaluation Tools : Norm Referenced test and criterion Referenced Test

**UNIT-IV**

* Origin, Meaning & Principles of programmed Instruction
* Types of programming: Linear, Branching and Mathetics
* Development of programmed Instructional Material : Preparation Stage, Writing
* Stage, Try out & Evaluation stage
* Individualized learning techniques: Directed Study of material in text-books, Modular   Approach, Self-Instruction via Audio-Visual Media, Computer Assisted Instruction,

E- Learning

* Application of Educational Technology in Distance Education

**SUGGESTED READINGS**

1. Davies, I.K. (1971) the Management of Learning, London: Mc Graw Hill

2. Dececco, J.P. (1998) the Psychology of Learning and Instruction, New Delhi: Prentice Hall

3. Joyee, B. & Weil. (1992) M. Models of caching, New Delhi Prentice Hall

4. Kukkarni, S.S. (1986), Introduction to Educational Technology, New Delhi: Oxford & IBH Publishing Company

5. Kumar, K.L. (1996), Educational Technology, New Delhi: New Age International Publishers

6. Locatis, C.N. & Atkinson, F.D., (1984) Media and Technology for Education and Training, London: charles E. Publishing Co.

7. Mavi, N.S., (1984) Programmed Learning- an Empirical approach, Kurukshetra: Vishal Publishers.

8. Mikhopadhayay, M. (Ed.), (1990) Educational Technology, New Dellhi: Sterling

9. Pandey S.K. (1997) Teaching Communication, New Delhi: Commonwealth Publishers

10. Pandey, K.P. (1980)A first Course in Instructional technology, Delhi: Amitash Parkashan

11. Pandey, K.P. (1983) Dynamics of Teaching Behavior, Gaziabad: Amitash Prakashan

12. Percival, F. & Ellington, H. (1988) a handbook of Educational Technology, New York: Konhgan Page

13. Skinner, B.F., “The technology of teaching “, New York; Appleton Century Crafts, 1968.

**MASTER OF PHILOSOPHY (EDUCATION)**

**COURSE CODE: (MPEDU-104)**

**EDUCATIONAL PERSPECTIVE OF SPECIAL NEEDS**

**Time of Examination: 3 hours Credit: 4**

**Max. Marks: 100**

(Ext.-80, Int.-20)

**Note**: (1) Attempt 5 questions in all, selecting one question from each part.

(2) Question no.1 is compulsory.

(3) All questions carry equal marks.

**Objective:**

The students will be able to-

* define the concept of special needs
* describe educational provisions for children with special needs
* explain the recent trends in the education and rehabilitation of children with special     needs
* describe critically the international and national declarations, proclamations and     affirmations for special needs
* explain various issues in teacher preparation in special education
* describe national disability resources and technological resources for     children with special needs

**UNIT-I**

Children with special needs: Concept and Classification. Educational Considerations for children with Special Needs (Special Education, Integrated Education, Inclusive Education).

Inclusive Education: Concept & indicators of inclusion:

An overview of special needs (Meaning, identification, characteristics etc.)

(a) Visual Impairment

(b) Hearing Impairment

(c) Physical Disability

(d) Intellectual Challenges

(e) Learning Disabilities

(f) Emotional & Behavioural Disorders

(h) Communication Disorders

(i) Attention – Deficit – Hyperactivity – Disorder

(j) Special Gifts and Talents

(k) Autism Spectrum Disorder

**UNIT-II**

Recent issues in the education and rehabilitation of children with special needs

(a) Least Restrictive Environment

(b) Early Identification and Intervention

(c) Community Based Rehabilitation

(d) Transition

(e) Early Childhood Care and Education

(f) I.E.P. Development

(A) Recent Declarations, Proclamations and Affirmations – (At International Level)

(a) UNESCAP (1992)

(b) UNESCO Salamanca Statement (1994)

(c) Dakar Framework for Action (The world Education Forum) (2000)

(d) Individual with Disabilities Education Improvement Act; USA (2004)

(e) Biwako Millennium Framework for Action towards inclusion, barrier free, rights based society

(f) UNCRPD

(B) Recent Declarations, Proclamation and Affirmations – (At National Level)

(a) National Policy on Education - 1986; Revised Programme of Action (1992)

(b) Rehabilitation Council of India Act (1992)

(c) Persons with Disabilities Act (1995)

(d) National Trust for the Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (2000)

(e) National Policy for Persons with Disabilities (2006)

**UNIT-III**

Educational perspective of special needs:

(a) Visual Impairment

(b) Hearing Impairment

(c) Physical Disabilities

(d) Intellectual challenges

(e) Learning Disabilities

(f) Emotional & Behavioural Disorders

(h) Communication Disorders

(i) Attention – Deficit – Hyperactivity – Disorder

(j) Special Gifts and Talents

Teacher Preparation in Special Education – Teaching competencies, collaborativeconsultation and communication

**UNIT-IV**

National Disability Resources:

(a) National Institute for the Visually Handicapped, Dehradun

(b) National Institute for the Mentally Handicapped, Secunderabad

(c) Ali Yavar Jung National Institute for the Hearing Handicapped, Mumbai

(d) National Institute for the Orthopedically Handicapped, Kolkatta

(e) National Institute for Rehabilitation, Training and Research, Cuttack

(f) Institute for the Physically Handicapped, New Delhi

(g) National Institute for the Empowerment of Multiple Handicapped, Chennai

Technological Resources – Information, Communication, Learning and Supportive Technology for children with special needs.

**SUGGESTED READINGS**

Berdine,W. H., & Blackhurst, A.K. (1985). An Introduction to Special Education, Boston: Harper Collins

Fernandez, G. , Koenig, C., Mani, M.N. G., & Tesni, S. (1999). See with the blind: Trends in education of the visually impaired, Bangalore: CBM and Books for Change

Gearheart, B.R., Ruiter, J.A., & Sileo, T.W. (1988). Teaching Mildly and Moderately Handicapped Students. New Delhi:Prentice Hall of India

Giuliani, G. &Pierangelo , R. (2006). The Big Book of Special Education resources, CA: Corwin Press

Hallahan D.P.,& Kauffman, J. M. (2000). Exceptional learners: An introduction to special Education, Boston: Allyn & Bacon

Hewett, F.M., & Forness S.R, (1984). Education of Exceptional Learner. MA: Allyn & Bacon

Kirk, S. A., & Gallagher, J.J. (2000). Education of Exceptional Children. Boston: Houghton Mifflin

Kundu, C.L.,Singh, J. P., & Ahluwalia, H.P.S. (2005). Accredited institutions of Rehabilitation Council of India. New Delhi: RCI

Loreman, T., Deppler, J., & Harvey, D. (2005). Inclusive Education: A Practical Guide to Supporting Diversity in the classroom, NY:Routeledge Falmer

Oslon, J.L.,& Platt, J.M. (1996). Teaching the Adolescence with Special Needs, NJ: Prentice Hall

Rao, I., Prahladrao,S., & Pramod, V. (2010). Moving away from Labels, Bangalore: CBR network (South Asia)

Singh, J. P., & Dash , M. K. (2005). Disability Development in India, New Delhi: RCI

WHO (1980). International Classification of Impairments. Disabilities and Handicaps, Geneva: WHO

WHO (2001). ICF: International Classification of Functioning, Disability and Health. Geneva: WHO

**MASTER OF PHILOSOPHY (EDUCATION)**

**COURSE CODE: (MPEDU-105)**

**ADVANCED EDUCATIONAL PSYCHOLOGY**

**Time of Examination: 3 hours Credit: 4**

**Max. Marks: 100**

(Ext.-80, Int.-20)

**Note**: (1) Attempt 5 questions in all, selecting one question from each part.

(2) Question no.1 is compulsory.

(3) All questions carry equal marks.

**Objectives:** The students will be able to:

1. Explain the main features of Hormic, Psychoanalysis, Behaviourism and Gestalt Schools of Thought and their educational significance.
2. Define the nature of motivation and different theories of motivation.
3. Identify the relevant attributes of individual differences.
4. Explain the characteristics of the academically gifted, creative and disadvantaged children and educational provisions for them.
5. Understand the nature of Ausubel, Bruner and Gagne theories of learning.
6. Understand the concept of attitude and theories of attitude change.
7. Explain the concept of Educational Technology and Programme Instruction.

8. Understand the concept and principles and teaching at memory, understanding and reflection level.

**UNIT-I**

- Contribution of schools of Psychology to Education

- Hormic school of Psychology

- Psychoanalysis school of Psychology

- Behaviourism school of Psychology

- Gestalt school of Psychology.

- Concept of Motivation

- Basic needs or Urges-Biological and Socio-psychological

- Theories of Motivation

- Teacher’s Motivation functions

- Factors affecting Motivation

**UNIT-II**

- Concept of Individual Differences

- Sources of Individual Differences

- Areas of Individual Differences

- The Academically Gifted Children their  characteristics and education

- Creative Children and their characteristics and education

- Concept of Disadvantaged child: Social conditions, Learning conditions, Programmes, Practice & Teachers.

**UNIT-III**

* Concept of Learning
* Nature of Learning
* Types / forms of Learning
* Ausubel’s meaningful reception learning and advanced organizers
* Bruner’s Theory of learning
* Gagne’s hierarchy of learning types and conditions.
* Concept and Components of Attitudes
* Functions of Attitudes
* Development of Attitude
* Attitudes Change-Theories of Attitude Change. (Learning theories, Cognitive dissonance and Balance theory).

**UNIT-IV**

* Origin, Concept of Educational Technology
* Concept of Programmed Instruction and Principles
* Concept of Learning and Teaching
* Phases of Teaching
* Principles of Teaching at Memory, Understanding and Reflective Levels.

**BOOKS RECOMMENDED**

1. Aggarwal, J.C. (2009). *Essentials of educational psychology*. Vikas Publishing, New Delhi
2. Ausubel, D.P. (1967). *The psychology of meaningful verbal learning*: An Introduction to *School Learning*. Grune and Stratton, New York.
3. Ausubel D.P. and Floyd R.G. (1966).*Educational psychology.*New York, holt-Rinehart and Winston Inc.
4. Bohner, G. Wanke, M. (2008). *Attitudes and attitude change*. PrenticeHall, New York.
5. Brain, C. (2002). *Advanced psychology: application*. Issues and Perspectives, Nelson Thornes, U.K.
6. Dash, M. (2000). *Education of exceptional children*. Atlantic Publisher, New Delhi.
7. David G. Myers. (2007). *Social psychology.* Tata Mcgraw Hill, New Delhi.
8. Freeman, F.S. (1968). *Theory and practice of psychological testing*. Oxford, Calcutta
9. Hilgard, E.R. (1956).*Theories of learning.* Appleton Holt. New York.
10. Panda, B.B. (2009). *Fundamentals of educational psychology*. Sangeeta Printers, Cuttack.
11. Pandey, K.P. (1983). *Dynamics of teaching behavior*. Amitash Parkashan, Delhi.
12. Pandey, K.P. (1980). *A first course in instructional technology*. Amitash Parkashan, Delhi.
13. . Shelly E. Taylor et.al. (2000*). Social psychology*. Practice Hall, Ohio.
14. Smith, W.L. and Moore J.W. (1962). *Programmed learning: theory and research*. (Ed.) D. Van Nostrened Company, New York
15. Walloch, M.A. & Kogan, N. (1965). *Modes of thinking in young children; a study of creativity.*Oxford, Calcutta.

**MASTER OF PHILOSOPHY (EDUCATION)**

**COURSE CODE: (MPEDU-106)**

**EDUCATIONAL MANAGEMENT: NATURE AND PERSPECTIVE**

**Time of Examination: 3 hours Credit: 4**

**Max. Marks: 100**

(Ext.-80, Int.-20)

**Note**: (1) Attempt 5 questions in all, selecting one question from each part.

(2) Question no.1 is compulsory.

(3) All questions carry equal marks.

**Objectives:**

The students will be able to-

1. develop a perspective for viewing education as an organization and analyse various dimensions of its functioning.

2. acquaint them with different view points of educational management and their feasibility in explaining actual functioning of educational organizations.

3. analyze critically the emerging issues in educational management.

**UNIT-I**

Educational Management

* Nature and scope of educational management.
* Educational management and educational administration varied views.
* Functions of educational management.

Efforts towards theorization of Educational Management.

* Existing viewpoint of educational management.
* Traditional versus modern views and their applicability to education.

**UNIT-II**

Leadership in Educational Management

* Meaning and scope
* Styles
* Approaches
* Assessment

Human Resource Development

* The concept
* Education and manpower planning.
* Education and economic development

**UNIT-III**

Communication in Organizational Behaviour (OB)

* Meaning and scope of communication
* Causes of communication breakdown
* Internal vs. external communication
* Achieving effective communication

Decision-making and decision in Organizational Behaviour

* Meaning and types of decision making
* Difficulties in decision making
* Determinants of decision making
* Decision-making as a process

**UNIT-IV**

Latest Trends in Educational Management

* Organizational commitment
* Organizational health
* Role performance
* Conflict management

Supervision

* Meaning, Nature & Functions
* Traditional and Modern concepts of supervision
* Planning, organizing & implementing Supervisory Programmes

**BOOKS RECOMMENDED**

* Ansari, M.M. (1987), Education and Economic development, New Delhi
* Davis. K. (1983) Human Behaviour at work, organization & behaviour, New York, Tata Mcgraw Hill
* Dhar Upinder, Santosh, case method in Management Education
* Michael B. Youngman: Analysis Social and educational research data, Mc Graw Hill Book Company, U.K. Ltd.
* Narbision, I.F. (1967), Educational planning and Human Recourses Development, Paris, Inese
* Narding . N., (1987), Management Appreciation, London Pitman publishing
* Ravishanker. S. and Mishra R.K. (1988) , Human resource Development Bombay, Dhruv and Deep
* Spears. N. (1955), improving the supervision of instruction, New York, prentice Hall
* Thakur Brvender: Research Methodology in social science, Deep & Deep Publication Ltd., F-159, RajouriGarden, New Delhi

**MASTER OF PHILOSOPHY (EDUCATION)**

**COURSE CODE: (MPEDU-107)**

**PHILOSOPHY OF EDUCATION**

**Time of Examination: 3 hoursCredit: 4**

**Max. Marks: 100**

(Ext.-80, Int.-20)

Note: (1) Attempt 5 questions in all, selecting one question from each part.

(2) Question no.1 is compulsory.

(3) All questions carry equal marks.

**Objectives:**

The learner will be able to-

* Describes the functions and problems of Philosophy.
* Explain the Philosophy of Idealism; Realism, Pragmatism, Naturalism and Existentialism and their influence on education practices.
* Describe Indian schools of philosophy and their place in educational practices with reference to Sankhya, Vadanta, Buddhism, Jainism and Islamic traditions.
* Illustrate the educational thoughts of Indian philosophers with reference to Vivekanand, Gandhi, Tagore and Aurobindo.

**UNIT-I**

. Functions and Major Problems of Philosophy

(a) (i) Speculative Functions

(ii) Analytical Functions

(iii) Prescriptive Functions

(b) (iv) Ontological Problems–Truth, Reality, Existence

(v) Epistemological Problems–Sources of Knowledge and validity of knowledge.

(vi) Axiological Problems-Ethical, Aesthitic, Religious and Social values in life.

**UNIT-II**

Idealism, Realism, Pragmatism, naturalism and Existentialism with special reference to the concepts and knowledge, reality and values, their educational implications for aims, contents  and methods of education.

**UNIT-III**

Contemporary Indian Philosophical thought and the Educational Process:

* + 1. Swami Vivekanand and Spiritual Renaissance
    2. Gandhi’s Philosophy of Basic Education
    3. Tagore and Humanistic Education
    4. Aurobindo’s Educational Ideas.

**UNIT-IV**

National values as enshrined in the Indian Constitution and their educational implications

* Education & National Values
* Human Rights and Educational System
* Social Philosophy of education-Freedom, Equality, Democracy and Responsibilities.

**BOOKS RECOMMENDED**

1. Broudy, H.S. (1977*) Building a Philosophy of Education*, New York: Kriager.
2. Brubacher, J.S. ; Modern Philosophies of Education, Mc-Graw Hill Company, New York
3. Brubacher, John S.(1969) *Modern Philosophies of Education*, New Delhi:Tata McGraw Hill.
4. Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi: Atlantic Publishers and Distributors.
5. Dewey, John (1966) *Democracy and Education,*New York: McMillan.
6. Durpis,A.M. (1972) *Philosophy of Education in Historical Perspective*, New Delhi: Thomson Press.
7. Ellis, etal, Introduction to the Philosophy of Education, Prentice Hall, Eaglewood Chiffs, 1986.
8. Hiriyana,M(1995) *The Essentials of Indian Philosophy*, Delhi: Motilal Banarsidas Publishers Pvt.Ltd.
9. Kneller,G. F.(1978) *Foundations of Education*, John Willey and Sons.
10. Langford, G.S., “New essays in Philosophy of the Education “, Conner, D.J. routedge & Kegah Paul: London
11. Narvene, V.S. (1978) *Modern Indian Thoughts*, New York, Orient Longmans Ltd.
12. Nigel,L., Smeyers. P., Smith,R., & Standish,P., (2003) *The Blackwell Guide to the Philosophy of Education*, Blackwell Publishing Ltd.
13. Pandey, K.P. (1983*) Perspective in Social Foundations of Education*, Gaziabad :Amitash Prakashan.
14. Pandey,R.S. (1982*) An Introduction to Major Philosophies of Education*, Agra:Vinod Pustak Mandir.
15. Pandey,R.S. (1982*) An Introduction to Major Philosophies of Education*, Agra:Vinod Pustak Mandir.
16. Park J. (Ed) (1963*) Selected Readings in Philosophy of Education*, New York: The MacMillan Company
17. Rusk, Robert R. (1962) *Philosophical Bases of Education*, Warwick Square:University of London.
18. Saxena Swaroop, N.R. (2001) *Philosophical and Sociological Foundations of Education,*Meerut:Surya Publication.
19. Sodhi, T.S. & Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education,* Patiala: Bawa Publication.
20. Taneja,V.R.(2002*) Foundations of Education*, Chandigarh: Mohindra Capital Publishers.