**M.A. (Final) 2016-17**

**Existing Courses of IIIrdSemester**

Course-XI: Comparative Education and Curriculum development (part-one)

Course- XII: Contemporary Issues in Indian Education (part-one)

**Course-XIII (Opt. i): Any one of the following:**

i Special Education (Part-One).

1. Educational Measurement And Evaluation(Part-One)
2. Teacher Education(Part-One)
3. Computer Education (Part-One)
4. Adult And Continuing Education(Part-One)

**COURSE XIV**: **Optional II: Any one of the following-**

 i Management And Administration Of Education (Part one)

ii Educational Technology(Part-One)

iii Educational and vocational guidance: (Part one)

iv Mental Hygiene And Education(Part-One)

v Economics of Education (Part-One)

**The course XV Dissertation to be submitted at the end of IV Semester i.e. April, 30 every year)**

**Modified / Revised draft of scheme of Papers & Syllabus of IIIrd Semester of M.A. (Edu.) as approved by PG Board of Studies in the meeting held on 07-06-2016**

Course-XI: Comparative Education and Curriculum development (part-one)

Course- XII: Contemporary Issues in Indian Education (part-one) (old Syllabus Retained)

**Course-XIII (Opt. i): Any one of the following:**

i. Special Education (Part-One). (old Syllabus Retained)

ii Educational Measurement And Evaluation(Part-One) (old Syllabus Retained)

iii Teacher Education(Part-One) (old Syllabus Retained)

iv Computer Education (Part-One) (old Syllabus Retained)

v Adult And Continuing Education(Part-One) (old Syllabus Retained)

**COURSE XIV**: **Optional II: Any one of the following-**

i Management and Administration Of Education (Part one) (old Syllabus Retained)

ii Educational Technology(Part-One) (old Syllabus Retained)

iii Educational and vocational guidance: (Part one) (old Syllabus Retained)

iv Mental Hygiene And Education(Part-One) (old Syllabus Retained)

v Economics of Education (Part-One) (old Syllabus Retained)

**M. A. (FINAL) SEMESTER III**

**COURSE-XI: COMPARATIVE EDUCATION AND CURRICULUM DEVELOPMENT**

**(PART-ONE)**

Credit - 04

Time: 3 hours Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 be comprised 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

* To acquaint the students with regard to the Concept, Meaning and Aims of Comparative Education.
* To develop understanding among students regarding the Need and Scope of Comparative Education, Historical development of Comparative Education and Approaches of Comparative Education.
* To acquaint the students with regard to role of different factors influencing Educational System of any country.
* To develop understanding among students regarding the Concept of Universalazation of Elementary Education in the context of India, Historical background of Development of Elementary Education in India with special reference to DPEP and SSA.
* The acquaint the students with Elementary Education System of U.K., U.S.A. and India.
* To acquaint the students with Secondary Education Systems of U.K., U.S.A. and India, and Vocationalazation of Secondary Education in these countries.

**LEARNING OUTCOMES:**

* After undergoing and understanding the course content of this paper, the students will have clearity of Concept Meaning, Aims, Need and Importance and Scope of Comparative Education.
* The students will have understanding of Historical Perspective of Comparative Education, Approaches of Comparative Education.
* The students will have thorough understanding of Elementary and Secondary Education Systems of U.K., U.S.A. and India, and also regarding Vocationalazation of Secondary Education in the countries.

 **COURSE CONTENTS**

**UNIT-I**

1. Concept and aims of comparative Education

2. Need and scope of Comparative Education

3. Factors influencing Education System

**UNIT-II**

4. Historical Development of Comparative Education

5. Approaches of Comparative Education – Historical, Philosophical, Sociological and problem approach

6. Salient features of Education system of U.S.A., U.K. & India

**UNIT-III**

7. Pre-Primary Education in U.S.A., U.K & India

8. Primary Education in U.S.A., U.K. & India (Aims, Content, Methods of Instruction and Evaluation system), Concept of Universalization of elementary Education in India: its implications, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE-2009

**UNIT-IV**

9. Secondary Education in U.K., U.S.A. & India

10. Vocalization of Secondary Education in U.K., U.S.A. & India

**SELECTED READINGS**

(1) Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen and Unwin.

(2)Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH Publishing Co.

(3)Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace & Company.

(4)Dent, H.C. (1981). Educational system of England. London: George Allen and Unwon.

(5) Denis, L. (1986). School curriculum planning. London: Hodder ad Stoughton.

(6) Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.

(7) Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul.

(8) Harold A. & Elsic, J. A. (1957). The curriculum. New York: The MacMillan Company.

(9) International encyclopedia of curriculum. (1991) London: Pergamon Oxford.

(10) Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU.

(11)Kandel, I.L. (1963). Studies in comparative education. New York: George Harrup.

(12)Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt. Ltd.,

(13)Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New: IGNOU.

(14)William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart and Winston.

**M.A. (EDUCATION)**

**SEMESTER III**

**COURSE- XII: CONTEMPORARY ISSUES IN INDIAN EDUCATION**

 **(PART-ONE)**

Credit- 04

Time: 3 hours Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

The students will be able to understand:

(1).the historical insight into the development of education in pre- independence in India.

(2). define the development of the education in India

(3). critically analyze the development of education as a distinct discipline

(4).understand the development of education system in post independence period in India.

**LEARNING OUTCOMES:**

After undergoing the course content of the paper the student will be able to understand:

(1).the education system in Vedic, Buddhist and Medieval Period.

(2).the National Education Movement in India.

(3).the recommendation of different Commission on the subsequent development of education.

(4).the education system from Vedic era to British era.

**COURSE CONTENTS**

**UNIT-I**

 1. Education in India during:

* Vedic
* Buddhist, and
* Medieval period

**UNIT-II**

 2. Maculay’s minutes and Bentick resolution of 1835

* Admam’s report and its recommendations
* Wood’s Despatch of 1854
* Lord Curzen’s educational Policy, Growth of national consciousness, National Education movement

 **UNIT-III**

3. Recommendations of Indian Education Commission 1882, its influence on the subsequent development of Education

* Essential features of Sadler commission report – 1917
* Terms of reference & recommendations of Hartog Committee 1928-1917

 **UNIT-IV**

* Wardha Scheme of education 1937
* Sargent Report 1944
* University Education Commission 1948-1949
* Secondary Education commission 1952-53

**SELECTED READINGS**

1. Govt. of India, report of the University Education Commssion,(1949) Vol-I, Simla.

1. Niak J.P. (1963) The role of govt. of India, Ministry of Education.
2. Nurullah S., Naik J.P. and Oad L.K. (1970). A student history of education in India, Mumbai: McMillan and Co.
3. M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. of India.
4. M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. of India.
5. M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. of India.
6. Shukla, P.D. (1969) Towards the New Pattern of Education in India, New Delhi Sterling Publishers.

**M.A. (Education) SEMESTER III**

**Course-XIII (Opt. i): SPECIAL EDUCATION**

**(PART-ONE)**

Credit -04

Time: 3 Hours Max. Marks: 100

(External: 80, Internal: 20)

***Note:*** Paper setters 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

Students will be able to:

1. Define the concept of exceptional Children

2. Explain the needs and problems of Exceptional Children

3. Describe the meaning and scope of Special Education in India

4. Describe the meaning of Integrated / Inclusive Education

5. Explain various types of disabilities and their cause

6. Describe various types of educational programmers for exception children.

**LEARNING OUTCOMES :**

1. After undergoing the courseExceptionality
2. Concept and nature of Special Education
3. Education of Orthopedically Handicapped children
4. Education of Mentally Retarded children
5. Education of Visually Impaired childern

 **COURSE CONTENTS**

**UNIT-1**

 1. Concept and content of Exceptionality and Special Education

• Types of Exceptionality

• Positive, Negative and Multiple deviations

• Needs of Exceptional Children

• Problems of Exceptional Children

 2. Nature of Special Education

 • Objectives of Special Education

 • Historical perspective

 • Continuum of special education alternative programmers.

 • Scope of Special Education

 • Integrated / Inclusive Education

**UNIT-II**

1. Education of orthopaedically Handicapped children

• Concept

• Etiology

• Characteristics

• Educational Programmes

**UNIT-III**

1. Education of Mentally Retarded Children

• Concept

• Classification

• Etiology

• Educational Prgrammes for educable mentally retarded

• Educational Prgrammes for trainable mentally retarded

**UNIT-IV**

1. Education of visually Impaired Children

• Concept and Characteristics

• Degree of Impairment

• Etiology and Intervention

• Educational Programmes

**SELECTED READINGS**

1. Bender, W.N. (1995). Learning Disability, London: Allyn & Bacon
2. Berdine, W.H. & Blackhurst A.E. (1980). An Introduction to Special Education,Boston: Herpes Collins publishers
3. Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Ppblisher and distributors (P Ltd.)
4. Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Shcools, New York: Holt, Rinehart Winston.
5. Hallahan D.P & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, London: Allyn & Bacon
6. Hewett, F.M. & Foreness S.R. (1994). Education of Exceptional Learners, London.
7. Jorden, T.E. (1977). The Exceptional Child, Ohio: Merrill
8. Kirk S.A. & Gallagher J.J. (2002). Education of Exceptional Children, Boston: Houghton Mifflin Co.
9. Magnifico, L.X.)1998). Education of the Exceptional Child, New York: Longmen.
10. Shanker, U. (1978). Exceptional Children, Jallandhar: Steering Publications.
11. Strange, Ruth. (2004). Exceptional Children & Youth, N.J.: Prentice Hall.
12. Singh, N.N. & Beale. I. L. (1992). Learning Disabilities – Nature, Theory and Treatment, New York: Springer Verlag
13. Smith, C.R. (1991). Learning Disabilities- The interaction of learner, Task and Setting, Massachusetts, London: Allyn & Bacon

**M. A. (Education)**

**SEMESTER III**

**COURSE- XIII (Opt. ii): EDUCATIONAL MEASUREMENT AND EVALUATION**

 **(PART-ONE)**

Credit- 04

Time: 3 hours Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 be comprised 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

* Acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
* Orient the students with tools and techniques of measurement and evaluation.
* Develop skills and competencies in constructing and standardizing a test.
* Make the students understand how various requirements of education are measured, evaluated, interpreted and their rules are recorded to help learners.
* Develop the ability to explain and use appropriate statistical techniques and test of significance in measurement and evaluation.

**LEARNING OUTCOMES:**

After understanding the course content of this paper:-

* The students will be able to understand the concept, scope, need and principles of educational measurement and evaluation.
* The students will have clarity regarding tools and techniques of measurement and evaluation.
* The students will have clarity with regards to constructing and standardizing a test.
* The students will be able to understand how the various requirements of education are measured, evaluated and interpreted.
* The students will be able to understand the use of appropriate statistical techniques.

**COURSE CONTENTS**

**UNIT-I**

1. Educational measurement and Evaluation
	* Concept, Scope and Need
	* Levels of measurement
	* Evaluation: functions and basic principles of evaluation
	* Inter-relationship between measurement and evaluation : use of taxonomic categories of educational objectives

**UNIT-II**

2. Concept and Measurement of the following

* Achievement tests
* Aptitude tests
* Intelligence tests
* Attitude and Value scales
* Interest inventories

**UNIT-III**

3. Tools of measurement & Evaluation

* Essay type tests, objectives type tests
* Questionnaire and schedule
* Use of Computer in evaluation
* Performance tests

**UNIT-IV**

4. Analysis of Variance

* Analysis of variance (up to two ways): Concept, assumptions, computation and uses

**SELECTED READINGS**

1. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal, Y.P. (1998), Statistical Methods: Concepts , Applications and Computation, Sterling, New Delhi
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
4. Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston
5. Anastasi, A (1982), Psychological Testing, Mac Millan, New York
6. Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York
7. Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, New Delhi
8. Freeman, F.S(1965), Theory and Practice of Psychology Testing, Holt Rinehart & Winston, 1965

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**M.A. (EDUCATION)**

**SEMESTER III**

**COURSE – XIII (Opt-iii) TEACHER EDUCATION**

**(PART-ONE)**

Credit- 04

Time: 3 hours Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

 The students will be able to understand:

 (1). define meaning and concept of Teacher education in India

(2). explaining aims and objectives of teacher education in India with its historical perspective.

(3). explaining teaching profession and types of teacher education programme.

(4). develop critical awareness different competencies essential for a teacher for effective transaction.

**LEARNING OUTCOMES:**

 After undergoing the course content of this paper, the students will be able to understand:

(1). The meaning and concept of teacher education in India

(2).The Aim and objectives of teacher education at different level.

(3). Teaching profession and faculty Improvement programmes.

(4). Different competencies essential for a teacher for effective transaction.

**COURSE CONTENTS**

**UNIT-I**

 1. Meaning and concept of teacher Education

1. Historical Development of teacher Education
2. Recommendation of various commissions on Teacher Education with special emphasis on -

• Kothari Commission

• NPE 1986

• Programme of Action 1992

**UNIT-II**

4 Aims and Objectives of Teacher Education at

• Elementary Level

• Secondary Level

• College Level

**UNIT-III**

5.Teaching as a profession

6.Aims and objectives of Teacher Organizations

7.Need of Professional Organizations

8.Faculty Improvement Programmes

**UNIT-IV**

9.Performance appraisal of teachers

10.Internship of Teacher Education

11.Pre-Service Teacher Education

12.In-Service Teacher Education

**SELECTED READINGS**

1. CABE, (1992). Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi
2. Dunkin, J. Michal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
3. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education, New York, Vol. 1-12, Pergamon Press
4. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
5. Ministry of Education (1964-66), Education and National Development Report of Indian Education Commission, Govt. of India

1. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi
2. MHRD(1992) Programme of Action, Department of Education, Govt. of India, New Delhi
3. Singh, L.C. (ed.) (1990) Teacher Education in India, Source Book NCERT, New Delhi.
4. Smith, E.R. (ed.) (1962)Teacher Education: A Reappraisal, New York, Harper & Row Publishers
5. Soder, R.(1991) “The Ethics of the Rhetoric of Teacher Professionalism”, Teaching and Teacher Education, 7(3)
6. Stiles, L.J. and Parker R.(1969) “Teacher Education Programmes”, Encyclopedia of Educational Research 4th Edition, New York, Macmillan

**M. A. (EDUCATION)**

**SEMESTER III**

**PAPER XIII (Opt. iv) COMPUTER EDUCATION**

**(PART-ONE)**

Time: 3 hours credit: 04

Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

To enable the students to:

(1) explain the History, types and number system of Computers

(2) understand the meaning, need and types of operating system

(3) learn about the origin, meaning and application of artificial intelligence

(4) help the students to know about MS-Word and MS-Excel

**LEARNING OUTCOMES:**

After undergoing the said content, the students will be able to:

1. understand the history, types and number system of computer
2. explain the operating system
3. understand the origin, meaning and application of artificial intelligence
4. explain the MS-Word and MS-Excel

**COURSE CONTENTS**

**UNIT-I**

1. Computer Basics

• History of Computers

• Types of Computer

• Flow Diagram of Computer

• Number system: Binary, Decimal, Octal and Hexadecimal

**UNIT-II**

2. Operating System

• Meaning of Operating System

• Need of Operating System

• Types of Operating System-Single User and Multi-User

  **UNIT-III**

3. Artificial Intelligence

• Origin of Artificial Intelligence

• Meaning of Artificial Intelligence

• Applications of Artificial Intelligence

• Artificial Intelligence and Education

**UNIT-IV**

4. Application Oriented Information

• Word Processing and its Creation – M.S. Word

* Data Bases and its uses : Excel

**SELECTED READINGS**

1. Cox, J. and Urban, P. (1999). Quick courses in Microsoft Office, New Delhi, Galgotia Publications.
2. Jain, Satish, (1990). Introduction to Computer Science and Basic Programming, New Delhi, BPB Publications.
3. Rajaraman, V., (1996). Fundamentals of Computers, New Delhi, Prentice Hall of India.
4. Saxena, S, (1998). A first Course in computers, New Delhi, Vikas Publishing House Pvt. Ltd.
5. Sinha, P.K., (2003). Computer Fundamentals:, New York, BPB Publications
6. Tanenbaun, A.S., (1998) Computer Networks. New Delhi, Prentice Hall of India.

**M.A. (EDUCATION) (FINAL)**

**SEMESTER-III**

**COURSE – XIII (Opt. v): ADULT AND CONTINUING EDUCATION**

**(PART-ONE)**

Time: 3 hours credit: 04

Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

Making the students :

1. To acquaint the students regarding the basic concept of Adult Education,
2. To make the students aware about the developments taking place in the field of Adult Education in India.
3. To develop understanding among the students regarding method of teaching adults.
4. To make the students aware about major problems confronting Adult Education in India.
5. To make the students aware about National policy on Education.
6. Understand the working of different agencies in continuing Adult Education Programme.
7. Use of different techniques of evaluation in Adult Education.
8. Understand the methods and strategies of implementation of Adult Education.

**LEARNING OUTCOMES:**

1. Afterundergoing and understanding the course content of this paper the students will have clarity of the basic concept of Adult Education.
2. The students will be aware about developments taking place in the field of Adult Education in India, different approaches for imparting Literacy and Post-Literacy, problem of dropout and relapse into illiteracy in India.
3. The students will have understanding regarding National policy on Education in the context of Adult Education, National literacy mission Jan Shikshan Nilayams and adult learning.
4. To acquaint the students regarding methods of teaching literacy and methods of adult education.
5. The students will have understanding about the methods of literacy and methods of adult education.
6. To develop understanding among the students regarding the different aspects related to training of Adult Education Functionaries.

**COURSE CONTENTS**

**UNIT-I**

 1. Concept, need, importance, objectives and scope of adult education, Distinction between:

 • Formal, informal and non-formal Education

 • Traditional Literacy and functional literacy

**UNIT-II**

2. Different approaches for imparting literacy – mass approach, selective approach and campaign approach.

3. Post-Literacy activities for neo-literates, literacy for neo-literates Problem of Drop –out and problem of relapse into literacy in the Indian context.

**UNIT-III**

3. National Policy on Education and Adult Education, National Literacy Mission, Jan Shikshan Nilayams.

4. Adult Learning – Characteristics of Adult Learners, Motivating Adults for Learning

 **UNIT-IV**

1. Methods of Teaching Literacy- Traditional Method, Zero Method, Alphabetic, Integrated Literacy Method, Naya Severa Method and Ansari Method.

6 Methods of Adult Education – Lecture, Discussion and Demonstration

7. Training of Adult Education Functionaries

**SELECTED READINGS**

1. Bordia, Anil, J.R. Kidd & J.A. Drapert (eds.) (1973). Adult Education in India – A Book of Readings, Bombay: Nachiketa Publications Ltd.
2. Bhatia, S.C. & Srivansava(1978). Literacy, Literacy Materials and their preparation: A General perspective, New Delhi: Directorate f Adult Education

1. Bhola, H.S. (1984) Campaigning for Literacy – Eight National Experiences of the Twentieth Century with a memorandum to decision makers, UNESCO, Paris
2. Coles, Edwin K. Townsend (1977). Adult Education in Developing countries, New York, Pergamon Press.
3. Cropley, A.J. (1977). Life Long Education: A Psychological Analysis, New York, Pergamon Press.
4. Dutta, S.C. (1987). Adult Education in the Third World, New Delhi and Criterion Publications
5. Dutta, S.C. (1973). Social Education and Social Balures in Adult Education in India, Bombay: Nachoketa Publications
6. Dutta, S.C. (1986). History of Adult Education in India, New Delhi, Indian Adult Education Association , 1986
7. Draper, James A (1989). Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult Education Association
8. Houle, Cyril, O (1964). Counting Your Education New York, Mc Graw Hill Co.
9. Indian Adult Education Association (1980). Handbook for Adult Education Instructors, New Delhi
10. Husan, T: International Encyclopedia of Education, New York, pergamon Press
11. Jarvis, Petet(1987). Twentieth Century Thinkers in Adult Education. London, Vroom Belm
12. Kundu, C.L.: Adult Education (1984). Principals, Practice and Persects, New Delhi: Sterling Publishers
13. Kundu, C.L. (1987). Adult Education Research: Future Directions, University
14. Mathur, R.S. & Prem Chand(1981). Adult Education Programme: Analysis of Strength and Deficiencey, New Delhi, Indian Adult Education Association
15. Ministry of Human Resource Development: National Literacy Policy of Education, Govt. of India , New Delhi
16. Ministry of Human Resource Development,(1986) National Policy of Education, Govt. of India, New Delhi
17. Mohsin, S.R. , J.L. Sachdeva & Asha Sehgal (1983) Adult Education Programme, New Delhi: Indian – Adult Education Association
18. Nimbalkar, M.R.(1987): Adult Education and its Evaluation System Delhi, Mittal Publications
19. Rogers, Alan (1986): Teaching Adults, England Open University, Press
20. Shab, S.Y. A Source Book on Adlut Education, New Delhi, Directorate of Adult Education
21. Sharan B. Merriam, Phyllis M. Cnningham (1989) Handbook of Adult and Continuing Education, Jossey Bass Publishers, San Francisco, London, 1989
22. Styler, W.eE.: Adult Education in India, Bombay : Oxford University Press, 1966
23. Yadav, R.S.: Adult Education – Concept, Theory and Practice, Associated Publishers, Ambala Cantt.

**M.A. (EDUCATION)**

**III SEMESTER**

**COURSE XIV (Opt. i) MANAGEMENT AND ADMINISTRATION OF EDUCATION**

Time: 3 hours Credit: 04

Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

To enable the students to:

* 1. Acquaint the students with (laughing concepts of education management along with their significance.
	2. Help the students to understand educational management as a process at various levels.
	3. Develop an udnerstand9ng in students about education and problems of educational trends.
	4. Help the students to know about resources of education and problems of educational finance.
	5. Assist the students to learn about planning and organizing.

**LEARNING OUTCOMES:**

1. After understanding the course content of this paper the students will have understanding the concept meaning and nature of Educational Administration.
2. The students will have clarity regarding the modern concept of educational administration from 19th to present day.
3. The students will have understanding the specific trends in educational administration and resources of education, problems of educational finance.
4. Clarity with regard to meaning, need and importance of leadership.

**COURSE CONTENTS**

**UNIT-I**

1. Meaning, Nature, scope, need and functions of Educational Administration.

2. Relationship among management, administration, supervision and planning.

**UNIT-II**

3. Developments of modern concepts of educational administration from 1900 to present day

• Taylorism

• Administration as a process

• Human relations approach to Administration

 4 Meeting the psychological needs of employees.

**UNIT-III**

 5 Specific Trends in Educational Administration

 • Decision making

 • Organizational compliance

 • Organizational Development

 • PERT

 • Management by objectives (MBO)

**UNIT-IV**

6 Meaning, need & Importance of Leadership

 • Theories of Leadership

 • Styles of Leadership

• Measurement of Leadership

**SELECTED READINGS:-**

1. Unruh, A. & Turner, E. (1970). Supervision for change and invocation. New York.
2. Bahtanagar, R.P. & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut: R.Lall. Book Depot.
3. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
4. Ravishankar, S., Mishra, R.k., & Sharms, M.L. (1988). Human Resource Development. Bombay: Dhrav & Deep.
5. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publication.
6. Sinha, P.S.N. (ed) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.
7. Spears, H. (1955). Improving the Supervision of Instruction. N.Y.: Prentice Hall.
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**M. A. (EDUCATION) SEMESTER III**

**PAPER XIV (Opt. ii) EDUCATIONAL TECHNOLOGY**

**(PART-ONE)**

Credit-04

Time: 3 hours Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

1. To develop the understanding of concept, scope and characteristics of educational technology.
2. To enable the students to differentiate between hardware and software approach.
3. To apply multimedia approach in educational technology.
4. To explain different stages of teaching.
5. To describe the difference among teaching, training, instruction and indoctrination.
6. To learn about different types of programmed instruction.

**LEARNING OUTCOMES:**

After undergoing the course content of this paper, the students will be able to:

1. understand the meaning, concept and scope of educational technology.
2. define the components of educational technology.
3. use multimedia approach in educational technology.
4. learn about pre-active, interactive and post active stages of teaching.
5. understand the difference among teaching, training, instruction and indoctrination.
6. Understand the nature of different types of programmed instructions .

 **COURSE CONTENTS**

**UNIT-I**

1. Meaning, Concept and scope of educational technology, Systems approach to Education and its characteristics.

 **UNIT-II**

2. Components of Educational Technology –Hardware and software.

3. Multi-Media Approach in Educational Technology-Meaning, Uses and Limitation.

**UNIT-III**

1. Modalities of teaching – Teaching as different from indoctrination instructions, conditioning and training
2. Stages of teaching – Pre-active, Interactive and Post active
3. Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning

**UNIT-IV**

1. Programmed Instruction: origin, principles and characteristics
2. Types : Linear, Branching and Mathetics
3. Development of a Programmed Instruction: Preparation, Writing, Try out and Evaluation

**SELECTED 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. (1986) Introduction to Educational technology”, New Delhi, Oxford & IBH Publishing Company.
4. Kumar, K.L. (1996).Educational technology. New Delhi: New Age International Publishers.
5. Locatis, C.N. and Atkinson, F.D. (1984) Media and technology for education and training. London: Charles E. publishing Co.
6. Mavi, N.S. (1984). Programmed Learning-An Empirical Approach”, Kurukshetra , Vishal Publishers,
7. Joyce, B. & Weil, M. (1992). Models of teaching. New Delhi: Prentice Hall.
8. Merrit, M.D. (1971). Instructional design. New York:
9. Mukhopadhyay, M.(1990). Educational technology. New Delhi: Sterling.

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(11) Pandey, S.K. (1997). Teaching communication. New Delhi: Commonwealth Publishers.

(12) Pandey, K.P. (1997). Dynamics of teaching behavior. Gaziabad, Amitash Prakashan.

(13) Prcival, F. and Ellington, H. (1998). A handbook of educational technology. New York, Kogan Page.

 (14) Skinner, B.F. (1968).The technology of teaching. New York: Appleton Century Crofts.

**M.A. (EDUCATION) SEMESTER III**

**Course - XIV (Opt. iii) EDUCATIONAL AND VOCATIONAL GUIDANCE**

 **(PART ONE)**

Credit- 04

 Time: 3 hours Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

* To enable the students to understand Concept, Meaning, Principals, Need and Importance of Guidance.
* To acquaint the students regarding types of Guidance.
* To develop the understanding among students regarding the Need, Principles, Steps and Strategies for Effective Organization of Guidance Services at School Level.
* To acquaint the students regarding the Group Guidance, its Meaning Advantages Principles and kinds and Guidance of differently abled students.
* To acquaint the students regarding counseling - its Meaning, types and Procedure.

**LEARNING OUTCOMES:**

* After undergoing /understanding the course content of this paper, the students will be able to understand the Concept, Meaning, Need and Importance of Guidance and its Principles and Types.
* They will have clearity with regard to Effective Organization of Guidance Services at School Level.
* Students will have clearity with regard to Group Guidance - its Meaning, Advantages, Principles and Kinds.
* The students will have understanding of process of Guidance for differently abled Students and will also be expected to be capable of providing Guidance to differently able students at School Level.
* The students will have clarity regarding concept and process of counseling, different types of counseling with special reference to Role of Counselor in the different types of counseling.

**COURSE CONTENTS**

**UNIT-I**

1. Concept, meaning, principles, need and importance of guidance.
2. Types of Guidance – Educational Guidance, Vocational Guidance and personal Guidance

**UNIT-II**

1. Organization of guidance services in schools – need, principles, steps & strategies for effective organization of Guidance services at school level.

**UNIT-III**

1. Group Guidance – Meaning, advantages, principles and kinds of group guidance.
2. Guidance of exceptional children – Physically Handicapped, Gifted and children with Behavioral Problems

**UNIT-IV**

1. Counseling – Meaning, Need, Procedure and Types

• Directive counseling – concept, advantages and limitations

• Non-Directive Counseling-concept, advantages and limitations

• Elective counseling – concept, advantages and limitations

**SELECTED READINGS:**

1. Bernard, H. W & Daniel F.W. (1977). Principles of Guidance, Second Edition, New York – Thomas Y. Crowell Company.
2. Jones, J.A.: (1970). Principles of Guidance, Bombay: Tata McGraw Hill.
3. Miller, F.W. (1961). Guidance Principles and Services, Columbia : Ohio Merrill
4. Pandey, K.P. (2000). Educational and Vocational Guidance in India,Varanasi: Vishwa Vidyalaya Prakashan Chowk
5. Tolbert, E.L. (1967) Introduction of Counseling, New York: McGraw Hill.
6. Strang, Ruth. (1949). Counseling Technics in colleges and Secondary Schools, New York: Harpar
7. Taxler, A.E.(1964): Techniques of Guidance, New York: Mc Grwa Hill
8. Robinson, F.P (1950) Principles and Procedures in student counseling, New York: Harper & Brother
9. Super, D.E.,( 1949) Apprising Vocational Fitness, New York: Harper and Brother

 **M.A. (EDUCATION)**

**SEMESTER III**

**COURSE –XIV (Opt. iv): MENTAL HYGIENE AND EDUCATION**

**(PART-ONE)**

Time: 3 hours Credit:04

Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

To enable the students to:

1. understand the concept of mental health and mental hygiene.
2. assist developing material on adjustment and conflict
3. acquaint concept of personality, problems and role of mental hygiene in school curriculum
4. clarity with regards to relation between religion and mental health

**LEARNING OUTCOMES:**

After undergoing this course content , the students will be able to:

* 1. define concept of mental health and mental hygiene
	2. explain adjustment and conflicts
	3. describe concept of personality problem and role of mental hygiene and school curriculum
	4. criticize positive and negative role of religion in mental health

**COURSE CONTENTS:**

**UNIT-I**

1. Mental Health and Mental Hygiene:-

• Concepts of Mental Health

• Criteria of Mental Health

• Concept of Wholesome and Abnormal Personality

• Aspects, Goals and Principles of Mental Hygiene

**UNIT-II**

2. Adjustment:-

• Concept and Process of Adjustment

• Concept and Causes of Maladjustment

• Adjustment Mechanism – Subtraction, Withdrawal, Compensation,. Sublimation, Rationalization, Projection, Reaction Formation, regression, Fixation

• Conflict: Concept and Types of Conflicts

**UNIT-III**

 3. School and Mental health:-

• Teacher and Metal Health

• Some Questionable School Practices

• Personality Problems in Classroom

• Classroom approaches to mental health

• Place of Mental Hygiene in school curriculum

• Principles of curriculum construction from mental hygiene point of view

**UNIT-IV**

1. Religion and Mental health

• Relationship between Religion and Mental Health

• Positive and negative role of religion in Mental Health

• Concept of Mental Health from Ancient Indian Point of View

**SELECTED READINGS**

1. Arkoff Abe (1968). Adjustment and Mental health, New York: Mc Graw Hill Company
2. Akhilananda S.(1952) Mental Health and Hindu Psychology, London: Alle and unwin
3. Akhilananda (1953), Hindu Psychology, London: Routledge
4. Bahadur Mal (1955) Mental in Theory and Practice, Hoshiarpur: V.V. R.I.
5. Bernard, Harold, W. (1952). Mental Hygiene for class-room teachers, New York: McGraw Hill Book Co.
6. Bonny, M. E.(1960) Mental Health in Education , Boston: Allyn and Bacon
7. Burbury, W.M. (Balient) et.al: An introduction to Child Guidance London: Mac Millan & Co.
8. Capuzzi D and Dougles,G.R: Introduction to Counselling. London: Allyn and Bacon
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12. Garg, B.R. (2002). An Introduction to Mental Health, Ambala: Associated Publicaitons
13. Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.
14. Kallam, S.G. eta (1975). Mental Health and Going to School, Chicago: University of Chicago, Press
15. Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies, Kurukshetra: Vishal Publications
16. Suraj B & Dutt N.K. (1978). Mental Health through Education, New Delhi: Vision Books Publications
17. Suraj Bhan, (1952).Towards a Happier Education, Jallendhar City: University Publications
18. Thork, G.L. & Olson, S.L. (1999). Behavior Therapy: Concepts, Procedures and Application, London: Allyn Bacon
19. Thorpe, L.P. (1950).The Psychological of Mental Health, New York: The Ronald Press Co.
20. Watkins Ted. R. & Callicut, J. W(1990). Mental Health: Policy & Practice Today, New Delhi: Saga Publications

1. Wolberg, L.R(1995) The Techniques of Psychotherapy, London: Jason Aronson Inc

**M.A. (EDUCATION)**

**SEMESTER III**

**COURSE – XIV (Opt. v): ECONOMICS OF EDUCATION**

**(PART-ONE)**

Time: 3 hours Credit:04

Max. Marks: 100

 (External: 80, Internal: 20)

***Note:*** Paper setters 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 questions will carry 16 marks each.

**COURSE OBJECTIVES:**

1. Acquaint the students with the basic concepts of economics of education.
2. Acquaint the students with the concept of education as major determinants of economical development.
3. Make the students aware of the productivity of education in economic development.
4. Acquaint the students with the concepts, nature, principles and procedures of educational planning.
5. Make the students understand the concept of educational planning of educational financing in India.

**LEARNING OUTCOMES:**

 The students will be able to:

1. understand the basic concepts of economics of education.
2. know the concept of education as major determinants of economical development.
3. realize the productivity of education in economic development.
4. understand the concepts, nature, principles and procedures of educational planning.
5. understand the concept of educational planning of educational financing in India

**COURSE CONTENTS**

**UNIT-I**

1. Economics of Education:-

• Meaning

• Aims

• Scope and Significance

1. Education as consumption or Investment:-

• Education as Consumption

• Education as Investment

• Difficulties in treating Education as consumption / investment

**UNIT-II**

1. Cost Analysis:-

• Cost of Education

• Components of Educational costs

• Methods of determining costs

• Problems arising in the application of the concept of cost in education

**UNIT-III**

1. Educational Planning:-

• Concept, Needs and Goals of Educational Planning

• Principles of Educational Planning

• Approaches to Educational Planning

• Educational Planning in India since Independence

**UNIT-IV**

1. Education and Manpower Planning:-

• Concept of Manpower Planning

• Forecasting Manpower needs

• Techniques of Manpower Forecasting

• Limitation of Manpower Forecasting

**SELECTED READINGS**

1. Alex, V. Alexender(1983) Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi, July
2. Blaug, M. (1972)Economics of Education, the English Language Book Society and Penguin Books, England
3. Bertrand, Oliver(1992) Planning Human resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi
4. Coombs, Philip H. An Hallack J, (1972) Managing Educational Costs UNESCO International Institute of Educational Planning
5. Hallack, J. (1969) the Analysis of Educational Costs & Expenditure, UNESCO, paris
6. Harbison, F and Myers Charles, A: Education, manpower and economic growth: Strategies of Human resource Development, Oxford & IBM Publishing Co.
7. Kneller, G.F. (1968) Education and Economics Thought, new York, John Wiley and Sons INC
8. Nagpal, S.C. and Mital A.C.(1993) Economics of Education, Sterling Publishers Pvt. Ltd., New Delhi
9. Natrajan, S. (1990) Introduction to Economics of Education, Sterling Publishers, Pvt. Ltd., New Delhi
10. Pandit, H.N. (1969) Measurement of Cost Productivity and Efficiency of Education, NCERT
11. Rao, VKRV(1965) Education and Human resource Development, Allied Pubshilers, New Delhi
12. Raza, Moonis(1986), Educational planning, A long Term Perspective, Concept Publishing Company, New Delhi
13. Singh, Baljit(1983)Economics of Indian Education, Meenakshi Prakashan, new Delhi
14. Sodhi, T.S. (1990) Economics of Education, New Delhi: Vikas
15. Tilak, J.B.G. (1992) Educational Planning at Grass Roots, Ashish Publishing House, New Delhi
16. Vaiaey, J (1962) Costs of Education, London, Feber
17. UNESCO(1968), Readings in the Economics of Education , Paris, UNESCO Publications

**Syllabus of optional Elective Paper**

**Semester-III**

**Education of Learners with Diverse Needs**

 No. of credit - 2

Time - 2Hours Maximum Marks-50

 External Marks - 40

 Internal Marks- 10

Note: two long Answer type questions will be set from each of the four units, out of which the students will be required to attempt total Four question i.e. one question from each unit All question will carry equal marks.

**Course Objective**

 To enable student to:-

1. Understand the meaning, Nature and concept regarding the Education for learners with Diverse Needs
2. Know the recent issues regarding the Education for learners with Diverse Needs
3. Know recent policies and declaration with regards to the Education of learners with Diverse Needs
4. Understand the meaning, Nature and concept of inclusive Education
5. Know the schemes, facilities and provision for or learners with Diverse Needs
6. Know the various Institutions working for or learners with Diverse Needs
7. Know the different Technological resources for or learners with Diverse Needs

 **Learning Outcomes**

 After going through the course content, the student will be able to understand:-

1. Meaning, nature and concept the Education of learners with Diverse Needs
2. the recent issues regarding the Education for learners with Diverse Needs
3. recent policies and declaration with regards to the Education of learners with Diverse Needs
4. meaning, Nature and concept of inclusive Education
5. schemes, facilities and provision for or learners with Diverse Needs
6. various Institutions working for or learners with Diverse Needs
7. different Technological resources for or learners with Diverse Needs

 **Unit-1**

* 1. An overview needs of learners with Diverse Needs
	2. Recent Issues in the Education of Learners with Diverse Needs (LRF,UDL,IEP,CBR,ECCE,ETT, ETC)

 **Unit-II**

2.1 Recent policies/Affirmation/Declaration for learners with Diverse Needs at International level

2.2 Recent policies/Affirmation/Declaration for learners with Diverse Needs at national level

 **Unit-III**

3.1 Inclusive Education: Concept practice and importance

3.2 Schemes, Facilities, provisions for learners with Diverse Needs

 **Unit-IV**

 4.1 National Institution working for learners with Diverse Needs

 4.2 Technological recourses learners with Diverse Needs

**References**

Bender,W.N.(1995). Learning Disability, London:Allyn And Bacon.

Berdine, W.H & Blackhurst A.E.(1980).An Introduction to special Education, Boston: Herpes Collins publishers.

Dash.M(2007). Education of Exceptional children, New Delhi: Atlantic publisher & distributors (p ltd)

Hallahah D.P & Kauffman, J.M (1991). Exceptional children: Introduction to Special Education London: Allyn and Bacon.

Singh, N. N., & Beale, I. L. (1992). Learning Disabilities Nature, Theory and Treatment, New York: Springer Verlag.

Smith, C. R. (1991). Learning Disabilities. The interrelation of learner, task and setting, Massachusetts, London: Allyn and Bacon