**SEMESTER-IV**

**Modified / Revised draft of scheme of Papers & Syllabus of IVth Semester of M.A. (Edu.) as approved by PG Board of Studies in the meeting held on 07-06-2011**

**Courses of IVth Semester**

**Course XV: Dissertation (to be submitted at the end of IV semester )**

Course XVI: Comparative Education and Curriculum Development (Part Two)

Course- XVII: Contemporary Issues In Indian Education (Part-Two)

**COURSE-XVIII (Opt. i): Any one of the following**

(i) Special Education (Part-Two)

(ii) Educational Measurement and Evaluation (Part-Two)

(iii) Teacher Education (Part-Two)

(iv) Computer Education (Part-Two**)**

**(**v**)** Adult and Continuing Education (Part-Two)

**COURSE XIX (Opt. i) Any one of the following:-**

i Management And Administration Of Education (Part-Two)

ii Educational Technology(Part-Two)

iii. Educational And Vocational Guidance (Part Two)

1. Mental Hygiene And Education (Part-Two)
2. Economics Of Education (part two )

Course XX: **Field Work**

**M.A. (EDUCATION)**

**SEMESTER IV**

**COURSE – XV: DISSERTATION**

**Credit -4**

**Dissertation**  **Max. Marks: 100**

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the chairman/Principal of the Department/College. The students will submit three copies of Dissertation to the Department/ College by 30th April of the session. The viva-voce will be held on a date to be fixed by the University.

Dissertation and viva-voce will be evaluated jointly be external and internal examiners.

**M. A. (EDUCATION)**

**SEMESTER IV**

**PAPER-XVI: COMPARATIVE EDUCATION AND CURRICULUM DEVELOPMENT**

**(PART-TWO)**

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:**

1. To acquaint the students regarding the Higher Education System of U.K., U.S.A. and India, and Distance Education System of U.K., Australia and India.
2. To develop understanding among students regarding Educational Administration in U.K., U.S.A. and India.
3. To enable the students to have understanding about Teacher Education in U.K. , U.S.A. and India.
4. To acquaint the students with regard to Concept of Curriculum Principles of Curriculum Development –Philosophical, Psychological, Geographical, and different Models of Curriculum Development and Curriculum Evaluation.

**LEARNING OUTCOMES:**

After undergoing / understanding the course content, the students will have:

1. Understanding of Higher Education System of U.K., U.S.A. and India.
2. Clarity regarding Distance Education System of U.K., Australia and India.
3. Understanding of Educational Administration in U.K. U.S.A. and India, Teachers Education in U.K., U.S.A. and India.
4. Clarity with regards to Concept of Curriculum Development Factors affecting curriculum Development, Different Models of Curriculum Development and Curriculum Evaluation.

**COURSE CONTENTS**

**UNIT-I**

1. Higher Education in U.K., U.S.A. & India

2. Distance Education – Its concept, needs and various concepts with reference to U.K. , Australia & India

**UNIT-II**

3. Educational Administration in U.K., U.S.A. & India

4. Teacher Education in U.K., U.S.A. & India

**UNIT-III**

5. Concept of Curriculum and syllabus

6. Principles of curriculum Development

7. Factors affecting Curriculum Development: Philosophical, Physiological, Sociological & Discipline oriented considerations

**UNIT-IV**

8. Different Models of Curriculum Development: Administrative, Grass Root, Demonstration & System Analysis

9. Curriculum evaluation in terms of learning outcome – concept formative and summative evaluation. System of according marks, ratings and grades; Interpretation of Evaluation Results.

**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. (FINAL) EDUCATION**

**SEMESTER IV**

**Course- XVII: CONTEMPORARY ISSUES IN INDIAN EDUCATION**

**(PART-TWO)**

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. develop a critical understanding of the challenges facing Indian education today.
2. understand the contemporary issues in Indian education in global perspectives
3. critically analyze the development of education as a distinct discipline
4. describe the emotional integration and international understanding in the context of globalization.

**LEARNING OUTCOMES:**

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

1. the challenged faced by Indian education in the prevent scenario
2. contemporary issues such as universalization of education, Vocationalization of education and education for girls.
3. issues relating to quality in education and issues relating to social equity and equality of emotional opportunities.
4. issues pertaining to open learning and distance education and issues in respect of emotional integration and international understanding in the context of globalization.

**COURSE CONTENTS**

**UNIT-I**

1. Indian Education Commission 1964-66

2. National Policy of Education 1986

3. Revised National policy 1992

**UNIT**-**II**

4. Universalization of Education and related issues such as retention / completion rates in elementary schools.

5. Vocationalization of Education

6. Education for girls

**UNIT-III**

7 Education of socially disadvantaged segments such as SC/ST/OBC

8 Issues relating to quality in Education and excellence

9 Issues relating to social equity providing equality of Educational opportunities

**UNIT-IV**

10 Issues pertaining to open learning and Distance Education system

11 Education for Human values and life skills

12 Issues relating to medium of instruction – Three language formula

13 Issues in respect of emotional integration and international understanding in the context of globalization

**SELECTED READINGS**

(1) Govt. of India Ministry of Education. (1959). Report of the National Committee on Women’s Education.

(2) M.H.R.D. (1966). Report of the Education Commission – Education and National Development (1964-1966), Ministry of Education, govt. of India, New Delhi.

(3) M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. of India, New Delhi.

(4) M.H.R.D. Programme of action (1992), Ministry of Education, Govt. of India, New Delhi.

(5) M.H.R.D. (1990). Towards an Enlightened & Humane Society – A Review (NPERC), Ministry of Education, Govt. of India, New Delhi.

(6) M.H.R.D. (1993). Education for all: The Indian Science, Ministry of Education, Govt. of India, New Delhi.

(7) M.H.R.D. (1993). Selected Education study, Ministry of Education, Govt. of India, New Delhi.

(8) Rao, D.D. (2001). National Policy on Education towards an Enlightened and Human Society. New Delhi: Discovery Publishing House.

(9) Tiwari, D.D. (1975). Education at the Cross Roads, Chugh publication, Allahbad

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

**COURSE-XVIII (Opt. i): SPECIAL EDUCATION**

**(PART-TWO)**

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 disabled children and their cause

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

**LEARNING OUTCOMES:**

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

1. Characteristics, types, problems and Educational programmes of Hearing Impaired children
2. Characteristics, types and Intervention programmes of Learning Disabled children
3. Characteristics, problems and Intervention programmes of Gifted and Creative children
4. Characteristics, problems and Educational programmes of Juvenile Delinquents
5. Concept and need of Guidance and counseling of Exceptional children

**COURSE CONTENTS**

**UNIT-1**

1. Education of Hearing Impaired

• Characteristic

• Types

• Identification

• Etiology

• Education and Intervention Programmes

**UNIT-II**

2. Education of Learning Disabled

• Characteristic

• Types

• Identification

• Education and Intervention Programmes

**UNIT-III**

3. Education of Gifted & Creative

• Characteristic

• Identification

• Problems

• Education Programmes

4. Education of Juvenile Delinquents

• Characteristic

• Identification

• Problems

• Etiology

• Education and Intervention Programmes

**UNIT-IV**

5. Guidance and Counseling for Exceptional Children

• Meaning and Need

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

(12) Smith, C.R. (1991). Learning Disabilities- The interaction of learner, Task and Setting, Massachusetts, London: Allyn & Bacon

(13) Strange, Ruth. (2004). Exceptional Children & Youth, N.J.: Prentice Hall

(14) Role of Teachers and other Specialities

**M. A. (EDUCATION)**

**SEMESTER IV**

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

**(PART-TWO)**

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 understand the concept of true and error score
2. to make the students aware of reliability, validity, norms and usability of the tools.
3. to acquaint the students with new trends of examination.
4. to learn the construction and standardization of a test.
5. to explain the meaning, computation, uses and significance of different types of correlation.

**LEARNING OUTCOMES:**

The students will be able to:

1. acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.

2. aware the students with tools and techniques of measurement and evaluation.

3. develop skills and competencies in constructing and standardizing a test.

4. make the students understand how various requirements of education are measured, evaluated, interpreted and their rules are recorded to help learners.

5. develop the ability to explain and use appropriate correlation methods.

**COURSE CONTENTS**

**UNIT-I**

1. Characteristics of good measuring Instruments

• Concepts of True and Errors scores

• Reliability

• Validity

• Norms

• Usability

**UNIT-II**

2. New trends in Measurement and Evaluation

* Grading system: relative merits and demerits of marking and grading
* Semester system
* Continuous and comprehensive evaluation
* Question banks
* Use of computer in evaluation

**UNIT-III**

3. Test Standardization

* Norm referenced and criterion referenced tests
* Standard scores: T-score and C-score
* Construction and Standardization of an achievement test
* Interpretation of test scores and methods of feedback to students

**UNIT-IV**

4. Correlation : concept, computation and significance of the following:

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

**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

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

**COURSE – XVIII (Opt. iii) TEACHER EDUCATION**

**(PART-TWO)**

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

a) define teaching profession and types of teacher educational programmes.

b) explaining teacher education curriculum in India.

c) develop critical understanding about various instruction strategies in teacher education.

d) describe areas of research in teacher education and teacher effectiveness.

**LEARNING OUTCOMES:-**

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

1. the types of teachings education programmes and profession.
2. the current problems of teacher Education and practicing school.
3. different competition essential for a teacher for effective transaction.
4. various issues regard to teacher education, teacher effectiveness and problems.

**COURSE CONTENTS**

**UNIT-I**

* 1. Distance Education and Teacher Education
  2. Orientation and refresher courses
  3. Preparing teachers for special schools
  4. Implementation of curricula of teacher Education at various levels

**UNIT-II**

* 1. Various agencies for in-service teacher Education
  2. Objectives and organization of practice teaching
  3. Current problems of teacher Education and practicing schools

**UNIT-III**

* 1. Instruction strategies in Teacher Education
  2. Lecture strategy
  3. Discussion
  4. Brain Storming
  5. Simulation
  6. Action research
  7. Supervised study

**UNIT-IV**

* 1. Areas of research in teacher Education with special emphasis on
  + Teacher effectiveness
  + Problems of admission to teacher Education
  + Modification of teacher Behavior
  + School effectiveness

**SELECTED READINGS**

1. Dunkin, J. Michal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
2. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.
3. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi: Radha Publishing.
4. Millman, J. (1988) Handbook of teacher Education, Boverly Hills: Sage Publishing House.
5. Mitzel, H.E. (1982), Encyclopedia of Educational Research (5th Ed.) New York: Free Press.
6. Nayar, D.P. (1989) Towards a national system of Education, New Delhi: Mittal Publishing.
7. Ryan, Kelvin,(1975) Teacher Education, NSSE: University of Chicago Press
8. Sarason, S.B., Davidson, K. & Blatt, B.(1962) The Preparation of Teachers: An Unstudied Problem in Education, New York: John Wiley.
9. Stones & Morris, (1973) Teaching-Practices-Problems and Prospects, Methuen & Co., London, 1973

**M. A. (EDUCATION)**

**SEMESTER IV**

**COURSE XVIII (Opt. iv) COMPUTER EDUCATION**

**(PART-TWO)**

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 meaning & uses of different types of networking in computers

(2) use internet in day to day learning

(3) To describe the use of power point presentation in teaching learning process

(4) To explain the utility of multi-media process in Education

**LEARNING OUTCOMES:**

After understanding the course content of this paper:

* + 1. The students will have clarity of meaning, uses and different types of netwoking in computer
    2. The students will be able to understand how to use the internet in education
    3. The students will be able to explain powerpoint presentation.
    4. The students will be able to understand the multimedia process in education.

**COURSE CONTENTS**

**UNIT-I**

1. Networking on Computers

• Meaning of Networking

• Need of Networking

• Types of Networking

• Use of Networking in Education

**UNIT-II**

**2**. Internet

• Meaning of Internet

• Internet Tools

• E-Mail

• Browsers

• Visiting Web Sites

**UNIT-III**

3. Application Oriented Information

• Data Bases and its uses-M S Access

• Using power point for creating and manipulating of presentations in class-room

**UNIT-IV**

4. Multi-Media & its usage

• Meaning of multi-media

• Importance of Multi-Media

• Scope of Multimedia

• Use of Multi-Media in Education

**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)**

**SEMESTER IV**

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

**(PART-TWO)**

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.

**LEARNING OBJECTIVES**

Making the students to

:

1. Understand the basic concept of Adult Education
2. Understand the developments taking place in the field of adult education in India
3. Understand the appropriate methods of teaching adults
4. Understand the major problems confronting Adult Education in India.
5. Obtain the understanding and information to organize Adult Education centre.
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 Programme.

**LEARNING OUTCOMES:**

1. After undergoing and understanding the course content of this paper, the students willhave clear understanding of role of Mass Media (Radio, T.V., Films, and News papers) in Adult Education, and problem related to its coverage

2. They will have understanding of different Agencies of Adult Education.

3. They will become family: as with Success Stories of Literacy Campaigns of Cuba, Brazil, Tanzania and Vietnam.

4. The students will have Understanding of problems of Adult Education, Research priorities in Adult Education and Evaluation procedure in Adult Education.

**COURSE CONTENTS**

**UNIT-I**

1. The role of Mass Media (Radio, T.V., Films and Newspapers) in Adult Education and problems with regard to converge.

**UNIT-II**

1. Agencies of Adult Education – Central Govt., State Govt., Sharmik Vidyapeeths, State Resource Centre, Universities, Voluntary Organizations.

**UNIT-III**

1. Success Stories of Literacy Campaigns of following countries:-

• Cuba (Cuban Mass Literacy Campaign)

• Brazil (Brazilian Literacy Movement)

• Tanzania (Tanzania Mass Literacy Campaign), and

• Vietnam (Mass Literacy Campaign in Socialist Republic of Vietnam)

**UNIT-IV**

4. Problems of Adult Education

5. Research Priorities in Adult Education

6. Evaluation Procedure in Adult Education, Types of Evaluation, Formative and

Summative Evaluation

**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)**

**IV SEMESTER**

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

**(PART-TWO)**

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 meaning, nature and problems and approaches of educational planning.

2. understand the kinds of educational planning.

3. explain the meaning, nature, types and functions of educational supervision

4. know about the organizing, implementing the supervisory programme and principles of educational supervision

5. Assist the students to learn about planning and organizing.

**LEARNING OUTCOMES:**

1. The students will have clarity about the educational planning.
2. The students will be able to explain the kinds of educational planning.
3. The students will be able to understand the meaning, nature, types and functions of educational supervision.
4. The students will be able to explain the supervisory programme and principles of educational supervision.

**COURSE CONTENTS**

**UNIT-I**

1 Educational planning

• Meaning and Nature, need & Importance of Educational Planning

• Problems of Educational Planning

• Approaches of Educational Planning

**UNIT-II**

2. Kinds of Educational Planning.

• Institutional Planning

• Perspective Planning

**UNIT-III**

3. Educational supervision:

* Meaning and Nature of Educational supervision
* Traditional and Modern supervision
* Need and function of educational supervision

1. Supervision as a:

• Service Activity

• Process

• function

**UNIT-IV**

1. Planning organizing and Implementing Supervisory Programmers.
2. Principles of educational supervision

**SELECTED READINGS:**

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

**SEMESTER IV**

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

**(PART-TWO)**

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 explain the skill of framing educational objectives.
2. To learn teaching skills through Micro teaching.
3. To introduce different families of teaching models.
4. To use educational technology for improving teacher’s behaviour.
5. To develop different types of evaluation tools.
6. To apply education technology in the field of distance education.

**LEARNING OUTCOMES:-**

1. Students will have understanding about formulation of educational objectives.
2. Students will have clarity regarding various teaching skills and the concept of micro-teaching.
3. Students will have understanding different families of teaching models.
4. Students will have understanding of Flander’s interaction analysis and about how to use it in analysis of classroom interaction.
5. Students will have clarity regarding different types of evaluation tools.
6. Students will have understanding regarding application of educational technology in the field of distance education.

**COURSE CONTENTS**

**UNIT-I**

1. Modification of Teaching behavior: Micro teaching, Flanders Interaction Analysis and Simulation
2. Communication process: Concept of communication, principles, Modes and Barriers to communication, class room communication (Interaction, Verbal and Non-Verbal).

**UNIT-II**

1. Models of Teaching: Concept , Different families of Teaching Models
2. Designing Instructional System: Formulation of instructional objectives & task Analysis.

**UNIT-III**

1. Designing of Instructional Strategies: Lecture, team Teaching, Discussion, Seminar, tutorial and Brain storming sessions.
2. Development of Evaluation Tools: Norms Referenced Tests and Criterion referenced tests

**UNIT-IV**

1. Application of Educational Technology in Distance Education :

• Concept of Distance Education

• Differentiate between Distance and Open Learning Systems

• Students Support Services in Distance Education

• Evaluation process in Distance Education

• Counseling in Distance Education

**SELECTED 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)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.

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

(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.

(15) Vedanayagam, E.G. (1988). Teaching technology for college teachers. New Delhi: Sterling Publishers.

**M.A. EDUCATION**

**IV SEMESTER**

**PAPER – XIX (Opt. iii) EDUCATIONAL AND VOCATIONAL GUIDANCE**

**(PART-TWO)**

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. To develop understanding among students regarding occupation information –its meaning and Need, Methods of Importing Occupational Information and courses of Occupational Information.
2. To acquaint the students regarding Job Analyses, its Types and purpose, and Job Satisfaction-Meaning and factors of Job Satisfaction.
3. To develop understanding regarding placement and Follow up Services.
4. To develop understanding among students regarding different Data Collection Techniques – standardized and Non- standardized.

**LEARNING OUTCOMES:**

1. After undergoing/understanding the course content of the paper, the students will be having.
2. Understanding with regard to Occupational Importation Service.
3. Understanding of Job Analyses and its procedure, Job Satisfaction and factors affecting Job Satisfaction
4. Understanding regarding placement and Follow-up service.
5. Acquaintance with regard to different data collection Techniques.

**UNIT-I**

1. Occupational information – meaning and need. Methods of imparting occupational information. Sources of occupational information in India.

**UNIT-II**

2. Job Analysis-Meaning, Types and Purposes of Job Analysis

3. Job Satisfaction- Meaning & Factors affecting Job Satisfaction

**UNIT-III**

4. Placement Service –Meaning, Functions and Principles

5. Follow-up Service – Meaning, purposes and characteristics

**UNIT-IV**

6. Study of the individual, data collection techniques of Information – Standardized and Non-Standardized techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Commutative Record Card.

**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 IV**

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

**(PART-TWO)**

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 relationship between human needs and mental health
2. develop material on the concept of diagnostic and psychotherapy techniques.
3. acquaint concept of home and community.
4. Assist concept and goal of yoga as scientific method for the development of personality.

**LEARNING OUTCOMES:**

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

1. define relationship between human needs and mental health.
2. Explain the concept of diagnostic and psychotherapy techniques.
3. Describe concept of human and community.
4. Define concept and yoga as the system for preserving the mental health.

**COURSE CONTENTS:**

**UNIT-I**

1. Relationship between Human Needs and Mental Health:-

• Nature of Needs

• Organic Socio-Psychological and Educational Needs

• Meeting the needs of Children

• Special Needs of Indian Adolescents

**UNIT-II**

1. Diagnostic and Remedial Techniques:-

• Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their usefulness

• Psychotherapies: Counseling Therapy and its types

• Play Therapy, rational Emotive Psychotherapy, Behaviour Therapy

**UNIT-III**

1. Home, Community and Mental Health:-

• Home and Mental Health

• Qualities of Healthy home environment

• Child rearing practices and personality development

• Community and mental health

**UNIT-IV**

1. Yoga for mental Health:-

• Concept of Yoga in Ancient India

• Yoga as the Scientific method for the development of personality

• Yoga as the system for Preserving the Mental Health

• Accepting Yoga in the Modern life

**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
9. Carroll, H, A(1956).Mental Hygiene: The Dynamics of Adjustment (3rd ed.), Englewood Cliffs, New Jercy: Prentice Hall
10. Coleman, J.C. (1976).Abnormal Psychology and Modern Life, Bombay: D.B. Tara Porewala Sons & Co.
11. Crow, Lester D. & Crow, Alince(1952) Mental Hygiene, New York: Mc Graw Hill Book Company
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
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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
21. Wolberg, L.R(1995) The Techniques of Psychotherapy, London: Jason Aronson Inc

**M.A. (EDUCATION)**

**SEMESTER IV**

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

**(PART-TWO)**

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 To acquaint the students with the basic concepts of economics of education

2 To acquaint the students with the concept of education as a major determinants of economics development

3 To make the students aware of the productivity of education in economic development

4 To acquaint the students with the concepts, nature, principles and procedures of educational planning

5 To 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 a major determinants of economics 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. Human Resource Development:-

• Education and Economics Development

• Indicators of Human Resource Development

• Process of Human resource Development

• Education and Economics Development

**UNIT-II**

1. Benefit Analysis:-

• Concept of Cost Benefit Analysis

• Private Returns and Social Returns

• Measurement of benefits in Education

**UNIT-III**

1. Educational Finance

• Principles of Financing Education

• Methods

• Resources

• Grant-in aid scheme

• Privatization of Education

**UNIT-IV**

1. Education and Unemployment

• Causes of educated unemployment

• Estimating unemployment

• Problems of unemployment and education

• Effects of educated unemployment on economy

• Various remedies and schemes for employment

**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
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5. Hallack, J. (1969) the Analysis of Educational Costs & Expenditure, UNESCO, paris
6. Harison, F and Myersm Charles, A: Education, manpower and Economics Growth: Strategies of Human resource Development, Oxford & IBM Publishing Co.
7. Kneller, G.F. (1968) Education and Economics Thought, new York, John Wilet and Sons INC
8. Nagpal, S.C. and Miyal A.C.(1993) Economics of Education, Sterling Publishers Pvt. Ltd., New Delhi
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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
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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

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

**COURSE-XX: FIELD WORK**

**(PART-TWO)**

Credit-4

Max. Marks: 50

The field work will be compulsory for all regular students. It will be evaluated jointly by external and internal examiners on the basis of following components:-

* + 1. Detailed case study of an Institution i.e. School or Special School.
    2. Two Observation lessons of each of two teachers of the institution of case study
    3. Media and Education.