

M. A. (FINAL)
SEMESTER III
COURSE-XI: COMPARATIVE EDUCATION AND CURRICULUM
DEVELOPMENT
(PART-ONE)

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 enable the students to:

1. Acquaint the student with educational systems in terms of factors and approaches of Comparative Education
2. Orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trends in those countries
3. Acquaint the students about the concept of Universalization of Primary Education and its implication for Indian Education.
4. Help the students to understand the concept of Secondary Education and its vocationalization.
5. Create a perspective in the students about the implications of Education for solving the prevailing problems of Education in India.

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) and Sarva Shiksha Abhiyan (SSA).

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 Unwin.
- (5) Denis, L. (1986). School curriculum planning. London: Hodder and 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. & Elsie, 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)

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:

1. Get a historical insight into the development of Education in pre-independence in India
2. Get the knowledge of the development of the Education in free India
3. Have a critical understanding of the development of Education as a distinct discipline

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 Commission, (1949) Vol-I, Simla.
- (2) Niaz J.P. (1963). The role of govt. of India, Ministry of Education.
- (3) Nurullah S., Naik J.P. and Oad L.K. (1970). A student history of education in India, Mumbai: McMillan and Co.
- (4) M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. of India.
- (5) M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. of India.
- (6) M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. of India.
- (7) 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)

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.

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

3. Education of Orthopaedically Handicapped children
 - Concept
 - Etiology
 - Characteristics
 - Educational Programmes

UNIT-III

4. Education of Mentally Retarded Children

- Concept
- Classification
- Etiology
- Educational Programmes for educable mentally retarded
- Educational Programmes for trainable mentally retarded

UNIT-IV

5. 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. 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.

M. A. (Education)
SEMESTER III
COURSE- XIII (Opt. ii): EDUCATIONAL MEASUREMENT AND EVALUATION
(PART-ONE)

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:-

The students will be able to:

- (1) Acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
- (2) Orient 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 statistical techniques and test of significance in measurement and evaluation.

COURSE CONTENTS

UNIT-I

1. Educational measurement and Evaluation
 - Concept, Scope and Need
 - Levels of measurement
 - Evaluation: functions and basic principals 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
 - Inventories
 - 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

**M.A. (EDUCATION)
SEMESTER III
COURSE – XIII (Opt-iii) TEACHER EDUCATION
(PART-ONE)**

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 about the:-

- (1) Meaning and Concept of teacher Education in India
- (2) Aims and Objectives of teacher Education in India with its historical perspectives.
- (3) Teaching profession and types of teacher Education Programme
- (4) Different competencies essential for a teacher for effective transaction

COURSE CONTENTS

UNIT-I

1. Meaning and concept of teacher Education
2. Historical Development of teacher Education
3. 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. CIBE, (1992). Report of the CIBE 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
6. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi
7. MHRD(1992) Programme of Action, Department of Education, Govt. of India, New Delhi
8. Singh, L.C. (ed.) (1990) Teacher Education in India, Source Book NCERT, New Delhi.
9. Smith, E.R. (ed.) (1962)Teacher Education: A Reappraisal, New York, Harper & Row Publishers
10. Soder, R.(1991) “The Ethics of the Rhetoric of Teacher Professionalism”, Teaching and Teacher Education, 7(3)
11. 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

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) Enable the students to explain the History of Computers
- (2) Enable the students to differentiate between single user & multi user operating system
- (3) Learn about origin of Artificial Intelligence & its applications
- (4) Learn about the application of MS Word & M.S. 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 – VIII (Opt. v): ADULT AND CONTINUING EDUCATION
(PART-ONE)

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:-

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.

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

5. 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
3. Bhola, H.S. (1984) Campaigning for Literacy – Eight National Experiences of the Twentieth Century with a memorandum to decision makers, UNESCO, Paris
4. Coles, Edwin K. Townsend (1977). Adult Education in Developing countries, New York, Pergamon Press.
5. Cropley, A.J. (1977). Life Long Education: A Psychological Analysis, New York, Pergamon Press.
6. Dutta, S.C. (1987). Adult Education in the Third World, New Delhi and Criterion Publications
7. Dutta, S.C. (1973). Social Education and Social Balures in Adult Education in India, Bombay: Nachoketa Publications
8. Dutta, S.C. (1986). History of Adult Education in India, New Delhi, Indian Adult Education Association , 1986
9. Draper, James A (1989). Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult Education Association
10. Houle, Cyril, O (1964). Counting Your Education New York, Mc Graw Hill Co.
11. Indian Adult Education Association (1980). Handbook for Adult Education Instructors, New Delhi
12. Husan, T: International Encyclopedia of Education, New York, pergamon Press
13. Jarvis, Petet(1987). Twentieth Century Thinkers in Adult Education. London, Vroom Belm

14. Kundu, C.L.: Adult Education (1984). Principals, Practice and Persects, New Delhi: Sterling Publishers
15. Kundu, C.L. (1987). Adult Education Research: Future Directions, University
16. Mathur, R.S. & Prem Chand(1981). Adult Education Programme: Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association
17. Ministry of Human Resource Development: National Literacy Policy of Education, Govt. of India , New Delhi
18. Ministry of Human Resource Development,(1986) National Policy of Education, Govt. of India, New Delhi
19. Mohsin, S.R. , J.L. Sachdeva & Asha Sehgal (1983) Adult Education Programme, New Delhi: Indian – Adult Education Association
20. Nimbalkar, M.R.(1987): Adult Education and its Evaluation System Delhi, Mittal Publications
21. Rogers, Alan (1986): Teaching Adults, England Open University, Press
22. Shab, S.Y. A Source Book on Adlut Education, New Delhi, Directorate of Adult Education
23. Sharan B. Merriam, Phyllis M. Cnningham (1989) Handbook of Adult and Continuing Education, Jossey Bass Publishers, San Francisco, London, 1989
24. Styler, W.eE.: Adult Education in India, Bombay : Oxford University Press, 1966
25. 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

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 the 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 understanding 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.

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 and 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: Dhnav & 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.
8. Wiles, K. (1955) .supervision for Better Schools. N.Y.: Prentice Hall.

M. A. (EDUCATION) SEMESTER III
PAPER XIV (Opt. ii) EDUCATIONAL TECHNOLOGY
(PART-ONE)

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:

1. Develop the understanding of concept, scope and characteristics of educational Technology
2. Enable the students to differentiate between hardware and software
3. Describe the difference among Teaching, Indoctrination, instruction and training.
4. Learn about different types of programmed instruction.

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

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

UNIT-IV

7. Programmed Instruction: origin, principles and characteristics
8. Types : Linear, Branching and Mathetics
9. 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.
- (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.

M.A. (EDUCATION) SEMESTER III
Course - XIV (Opt. iii) EDUCATIONAL AND VOCATIONAL GUIDANCE
(PART ONE)

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:

1. Explain life and the world around.
2. Explain the importance of making right choice in life, education, vocation etc.
3. Describe the importance of working with a group, for a group and in a group.
4. Explain as every individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
5. Assess the needs of the individual correctly.

COURSE CONTENTS

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

7. 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

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 develop material for:-

1. Define concept of mental health and hygiene.
2. Develop material for good mental health for both teachers and students.
3. Explain principles and conditions conducive to good mental health.
4. Define measures for fostering good mental health among students.
5. Explain the interrelationship among personality adjustment and mental health.
6. Define the understanding of the role of home, school and society 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
9. Carroll, H, A(1956).Mental Hygiene: The Dynamics of Adjustment (3rd ed.), Englewood Cliffs, New Jercey: 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
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
21. 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

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.

COURSE CONTENTS

UNIT-I

1. Economics of Education:-
 - Meaning
 - Aims
 - Scope and Significance
2. Education as consumption or Investment:-
 - Education as Consumption
 - Education as Investment
 - Difficulties in treating Education as consumption / investment

UNIT-II

3. 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

4. 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

5. Education and Manpower Planning:-
- Concept of Manpower Planning
 - Forecasting Manpower needs
 - Techniques of Manpower Forecasting
 - Limitation of Manpower Forecasting

SELECTED READINGS

1. Alex, V. Alexander(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
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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
12. Raza, Moonis(1986), Educational planning, A long Term Perspective, Concept Publishing Company, New Delhi
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15. Tilak, J.B.G. (1992) Educational Planning at Grass Roots, Ashish Publishing House, New Delhi

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17. UNESCO(1968), Readings in the Economics of Education , Paris, UNESCO
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