

## Ordinances, Syllabus and Scheme for Post Graduation

### M.A. Education

#### DEPARTMENT OF EDUCATION SCHEME OF EXMINATION

Note: A student is required to score - 40 per cent marks in aggregate in order to pass the theory examination. Pass Marks in the individual course is 35 per cent as explained above.

Thus, there will be 500 marks for theory examination of which a candidate is required to score minimum of 200 marks in order to pass the theory examination.

#### **M.A. (Education) Course**

The duration of the course leading to the degree of Master of Arts (M.A.) Education shall be of two academic years. In first year there shall be five courses, in the second year, there shall be five courses including a dissertation which will be compulsory for all students.

Theory papers will be of 80 marks each in each theory paper, the candidate will be required to attempt 5 questions, including one compulsory question of short notes, in three hours.

#### **(A) M.A. (P) Education**

S.No.	Paper	Time	Internal Evaluation		Term-end Examination		Total Marks	Minimum Passing Marks
			Max	Min	Max	Min	Max	Min
1	Philosophical Foundation of Education	3 hrs.	20	8	80	32	100	40
2	Sociological Foundation of Education	3	20	8	80	32	100	40
3	Philosophical Foundation of Education	3	20	8	80	32	100	40
4	Research Methods in Education	3	20	8	80	32	100	40
5	Methods of Data Analysis of Education	3	20	8	80	32	100	40

#### **(B) M.A. (F) Education**

#### **M.A. (Final) Education**

S.No.	Paper	Time	Internal Evaluation		Term-end Examination		Total Marks	Minimum Passing Marks
			Max	Min	Max	Min	Max	Min
1	Curriculum Development and Comparative Education	3 hrs.	20	8	80	32	100	40
2	Contemporary Issues in Indian Education	3	20	8	80	32	100	40
3	Special Education	3	20	8	80	32	100	40
4	Educational Technology	3	20	8	80	32	100	40
5	Dissertation			8	100	40	100	40
	Viva-voce				50	20	50	20

## **PAPER-I PHILOSOPHICAL FOUNDATION OF EDUCATION**

Max. Marks: 80 (Ext.) 20 (Int.)

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper.

Students are required to attempt five questions in all. All questions shall carry equal marks. Question no. I shall be compulsory which will comprise of eight short answer type questions parts and students are expected to answer any five parts.

There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

Course Contents:

### **Unit-1**

Relationship between Education and philosophy. Indian Schools of Philosophy:- Samkhya, Vedanta, Nyaya Buddhism and Jainism with special reference to their educational implications.

### **Units-2**

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

### **Unit - 3**

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

### **Unit-4**

Education, National Values and the constitution of India Nature of knowledge and the knowledge getting process. Social Philosophy of Education Freedom, equality, Democracy and Responsibility.

### **Selected Readings:**

Baskin, Wade: Class in Education, Vision press London, 1966.

Brubacher, John's: Modern Philosophies of Education, Tata McGraw, Hill, New Delhi, 1969.

Broudy, H.S: Building a Philosophy of Education, Krieger, New York, 1977

Butler, J.D.: "Idealism in Education" Harper and Row, New York, 1966

Dewey, John: "Democracy and Education", Macmillan, New York, 1966

Dupuis, A.M.: "Philosophy of Education in Historical perspective", Thomson Press, New Delhi, 1972.

Kneller, George F: "Foundations of Education" John Wiley and Sons, 1978.

Morris, Van C.: "Existentialism in Education what It means", Harper & Row, New York, 1966.

Pand y, R.S.: "An Introduction to Major Philosophies of Education", Vinod Pustak Mandir, Agra. 1982.

Narvana, V.S.: "Modern Indian Thought", Orient Longmans Ltd., New York, 1978, 11. Mukerjee, R.K.: "Ancient Indian Education". Motilal Banarsidas, Varanasi, 1969.

## **PAPER-II SOCIOLOGICAL FOUNDATION OF EDUCATION**

Max. Marks: 80 (Ext.) 20 (Int.)

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper.

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

Course Contents:

### **Unit-1**

Concept of Educational sociology of Education Social organization and its concepts

Factors influencing social organization-folk ways, more: institution; values. Dynamic characteristics of Social organization and its educational implication. Social interactions and their education implication

Social Group inter- group relationship group dynamic. Social stratification-concepts of social stratification and its education implication. Culture: Meaning and Nature of Culture. Role of Education in cultural context. Cultural determinants of education. Education and cultural change.

#### **Units-2**

Social change: its meaning and concept with special reference of India. Concept of urbanization modernization, westernization and sankritisation with special reference to Indian society and its education implications. Social principles in education social and economic relevance to education. Socio-economic factors and their impact on education.

#### **Unit - 3**

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

#### **Unit-4**

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

#### **Selected Readings:**

- Pandey, K.P.: "Perspectives in Social Foundations of Education", Amitash Prakashan, Ghaziabad, 1983.  
Havighurst, Robert et Al: "Society and Education", Allyn and Boston, 1995.  
Gore, M.S.: "Education and Modernization in India", Rawat Publishers, Jaipur, 1984  
Kamat, A.R.: "Education and Social Change in India", Samaiya Publishing Co., Bombay 1985.  
Maunheim, K. Et. Al: "An Introduction to Sociology of Education", Routledge and Kegan Paul, London, 1962.  
M.H.R.D.: "Towards an Enlightened and Human Society", Department of Education, New Delhi 1990.  
Inkeles, Alix: What is Sociology? Prentice Hall of India, New Delhi, 1987.  
Maslow, A.H. (Ed): "New Knowledge in Human Values", Harpe and Row New York, 1959.  
Mossish. Loor: "Sociology of Education: An Introduction" George Allen and Unwin, London 1972.

### **PAPER-III PSYCHOLOGICAL FOUNDATION OF EDUCATION**

Max. Marks: 80 (Ext.) 20 (Int.)

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper.

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

Course Contents:

#### **Unit-1**

Meaning of education and psychology: Relationship of education and psychology Scope of educational psychology, Methods of Educational psychology: Experimental, Clinical Differential, Growth and Development: Physical development during childhood and adolescence. Social development during childhood and adolescence Emotional development during childhood and adolescence. Mental development during childhood and adolescence.

#### **Units-2**

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

### **Unit - 3**

Intelligence: Definition and nature of intelligence; Theories: Two factors theory (Spearman) Multifactor theory Group factor theory, Guilford model of intellect Hierarchical of intelligence (Two verbal and two non-verbal tests). Personality: Meaning and Determinants, Type and Trait Theories Assessment of personality by subjective and projective methods.

### **Unit-4**

Learning: Meaning Theories and their educational implications Pavlov's classical conditions Skinner's operant conditioning Learning by insight Hull's reinforcement theory Lavin's field theory Gagne's hierarchy of learning theory Factors influencing learning Motivation: Concept of motivation Theories of motivation Physiological Theory Murray's Need Theory Psycho-analytical Theory Maslow's theory of hierarchy of needs Factors affecting motivation

### **Selected Readings:**

- Abramson, Paul, R.: "Personality", New York: Holt Rinehart and Wiston, 1980.  
Allport G.W.: "Personality", New York: Holt, 1954  
Allport, G.W.: "Pattern and Growth in Personality", New York: Rinehart and Winston, 1961.  
Andrews, T.W. (Ed.): "Methods in Psychology", New York John Wiley and Sons, Inc: 1961.  
Baller, Warren, R. Charles, Don and C.: "The Psychology of Human Growth and Development", New York: Holt, Rinehart and Winston, Inc.1962.  
Baum, A, Newman, S., West, R. & McManus, C.Cambridge: Handbook of Psychology, Health and Medicine, Cambridge University Press, 1997.  
Coleman, C.: "Abnormal Psychology and Modern Life", Bombay D.B. Taraporewala sons & co. 1976.  
Dicaprio, N.S.: "Personality Theories", New York, Harper, 1974.  
Douglas, O.B., Holl, and B.P.: "Foundations of Education Psychology", New York; The Macmillan Co., 1948  
Gagne, R.M.: "The Conditions of Learning", New York, Chicago: Holt, Rinehart and Winston. 1977.  
Gates. AT. ET. AI: "Educational Psychology", New York Macmillan, 1963.  
Hillgard, E.R.: "Theories of Learning", New York: Appleton Century Crafts.  
Kundu, c.L.: "Educational Psychology", Delhi, Sterling Publisher, 1984.  
Kundu, c.L.: "Personality Development", A Critique of Indian Studies, Vishal Publishers, 1976.  
Kundu, c.L. & Tutoo, D.N.: "Educational Psychology", New Delhi: Sterling Publisher, Private Limited: 1988.  
Shanker Uday Development: "Development of Personality", 1965.  
Talbot, LA., Hales, R.E. & Yodofsky, S.G.: Textbook Publishers (P) Ltd. 1994.  
Thorpe, G.L. & Olson, S.L.: "Behaviour Therapy, Concepts Procedures and Applications", London: Allyn And Bacon, 1999.

## **PAPER-IV RESEARCH METHODS IN EDUCATION**

Max. Marks: 80 (Ext.) 20 (Int.)

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper.

Students are required to attempt five questions in all. All questions shall carry equal marks. Question no. I shall be compulsory which will comprise of eight short answer type questions parts and students are expected to answer any five parts.

There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

### **UNIT-1**

Methods of acquiring scientific knowledge: Tradition, Experience, reasoning - inductive and deductive.

Nature and scope of Educational research: Meaning, Nature and Limitation Need and Purpose

Scientific enquiry and theory development Fundamental, applied and action research. Quantitative and

qualitative research. Some emerging trends in educational research. Formulation of research problem: Criteria and sources for identifying the problem. Delineating and operationlizing variables. Review of related literature: Importance and various sources including internet. Development hypothesis in various types of research.

### **UNITS-2**

Collection of Data: Types of data: Quantity and qualitative Tools and techniques: Characteristics of a good research tool: Questionnaire Observation Projective and Sociometric techniques. Sampling: Concept of population and sample: Steps and characteristics of a good sample: Various methods of sampling: Probability and non-probability. Sampling errors and how to reduce them.

### **UNIT - 3**

Major Approaches to Research Descriptive Research Ex-post facto Research Laboratory Experiments Field studies Historical Research Research Designs

### **UNIT-4**

Qualitative Research: Ethnographic, Development, documentary analysis. Validity and limitations of findings, factors influencing Validity of research findings. Research Report: Developing a research proposal (synopsis). Writing research report and evaluation of research report.

### **Selected Readings:**

- Aggarwal, YP. (1988): "The Science Educational Research": A Sourcebook, Nirmal and Kurukshetra.
- Bets, John W. and Kahn James V (1995): "Research in Education", Prentice Hall, New Delhi.
- Bums, R.B. (1991): "Introduction to Research in Education", Prentice Hall, New Delhi.
- Edward, AllenL (1968): "Experimental Designs in Psychological Research", Holt, Rinehar and Wiston, New York.
- Good; C.V. and Douglas, E. Scates (1954): "Methods in Social Research", McGraw Hill, New York.
- Koul, Lokesh (1988): "Methodology of Educational Research", Vikas, New Delhi.
- McMillan, James H. and Schumacher's (1989): "Research in Education": A Conceptual Introduction, Harper and Collins, New York's.
- Mouly, AJ. (1963): "The Science of Educational Research", Eurasia, New Delhi.
- Neuman, W.L. (1997): "Social Research Methods Qualitative and Quantitative Approaches", Allyn and Bacon, Boston.
- Kerliner, F.V. (1973): "Foundation of Behavioural Research", Holt, Rinehan and Winston, New York.
- Travers, R.M.W. (1978): "An Introduction to Educational Research", Macmillan, New York.
- Van Dalen, D.B. (1962): "Understanding Educational Research", McGraw Hill, New York.
- Young, P.V. (1960): "Scientific Social Surveys and Research", Prentice Hall, New York.

## **PAPER-V METHODS OF DATA ANALYSIS IN EDUCATION**

Max. Marks: 80 (Ext.) 20 (Int.)

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper.

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

### **Course Contents:**

#### **UNIT-1**

Nature of educational Data Quantitative and qualitative Scales of measurement Descriptive and inferential statistics. Organization and graphical representative data frequency distribution. Frequency polygon histogram, ogive, smoothed, frequency polygon. Measures of central tendency: Concept, characteristics computation and uses of mean, median, mode. Measures of dispersion: Concept, characteristics computation and uses of Range, Quartile Deviation, Average Deviation, Standard

Deviation and Variance. Measure of relative position: Percentiles and percentile ranks.

#### **UNITS-2**

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

#### **UNIT - 3**

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

#### **UNIT-4**

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

#### **Selected Readings:**

Aggarwal, YP. (1988): "Statistical Methods", Sterling, New Delhi.

Edward, Allen L (1968): "Experimental Designs in Psychological Research", Holt, Rinehart and Winston, New York.

Ferguson, George A. (1976): "Statistical Analysis in Psychology and Education", McGraw Hill, New York.

Garrett, H.E. (1973): "Statics in Psychology and Education", Vakils Feffer and simon, Bomboy.

Guilford, J.P and Benjamin Fruchter (1973):

"Fundamental Statistics in Psychology and Education", McGraw Hill, New York.

Kaul, Lokesh (1988): "Methodology of Educational Research", Viaks, New York ,

Kurds, A.K. And Mayo, S.T. (1980): Statistical Methods: "In Education and Psychology" Narola, New Delhi.

## **EDUCATION M.A. (Final)**

### **Syllabus**

#### **SCHEME OF EDUCATION M.A. (Final)**

ED- 30 Dissertations (Evaluation as per University Guide Lines)

Note: A student is required to score 40 percent mark in aggregate the theory Examination. Pass marks in the individual course is 35 percent as explained above.

Thus, there will be passed 550 marks for theory examination of which a candidate is required to score minimum of 160 marks in order to pass the theory examination.

### **PAPER –I CONTEMPORARY ISSUES IN INDIAN EDUCATION**

Maximum Marks: 80

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper. Students are required to attempt five questions in all. All questions shall carry equal marks.

Question no. 1 shall be compulsory which will comprise of eight short answer type questions/parts and students are expected to answer any five parts

There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

Course Contents:

#### **UNIT-1**

Education in India during Vedic Buddhist, and Medieval period Macaulay's minutes and Bentick

resolution of 1835 Adam's report and its recommendations Wood's Dispatch of 1854 Lord Cruzen's educational policy, Growth of nation consciousness, National education movement

#### **UNIT-2**

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

#### **UNIT-3**

University Education Commission (1948-49) Secondary Education Commission (1952-53) Indian Education Commission (1964-66) National Policy of Education (1986) Revised National Policy (1992)

#### **UNIT-4**

Contemporary issues in Indian Education in a Global perspective highlighting the UNESCO's current concerns in respects of the following: Universalization of Educational and related issues such as retention completion of rates in elementary schools Vocationalization of Education Education of girls in various age groups Education of socially disadvantaged segments such as SC/ST/OBC Issues relating to providing equally of educational opportunities Issues relating to quality in education and excellence Issues pertaining to open learning and distance education system Education for human values and life skills Issues relating to medium of instruction-three language formula Issues in respect of emotional integration and international understanding in the context of Globalization

#### **Selected Readings:**

Nurullash S. Naik J.P. and Oad L.K.A. Student History of Education India. MeMillan and Co. Bombay, 1970

M.H.R.D.: Report of the University Education Commission (1948), Ministry of Education, Govt. of India, New Delhi, 1949

M.H.R.D. Report of the Secondary Education Commission (1952-53), Ministry of Education, Govt. of India, New Delhi, 1953

M.H.R.D. Challenges of Education-A Policy of Perspective, Ministry of Education, Govt. of India, New Delhi, 1985

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

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

M.H.R.D. Towards an Enlightened and Humane Society-A Review (NEPRC) , Ministry of Education, Govt. of India, New Delhi, 1990

M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. of India, New Delhi, 1993

M.H.R.D. Selected Education Studies, Ministry of Education, Govt. of India, New Delhi, 1993

World Year Book of Education, Youth, Education and Work, Kogan Page, London, 1995

## **PAPER –II CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION**

Maximum Marks: 80 Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper. Students are required to attempt five questions in all. All questions shall carry equal marks.

Question no. 1 shall be compulsory which will comprise of eight short answer type questions/parts and students are expected to answer any five parts There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

#### **Course Contents:**

##### **UNIT-1**

Concept aims and scope of comparative education Factors influencing education system

Approaches to comparative Education: Historical, Philosophical, Sociological and Problem Approach

##### **UNIT-2**

Elementary Education: Concept of Universalization, its implication for Indian education, Primary



education in U.S.A., U.K. and India (aims, content, methods of instruction and evaluation system).  
Secondary Education in U.K., U.S.A. and India Vocationalization of secondary education in U.K.,  
U.S.A., Russia and India

### **UNIT-3**

Higher Education in U.S.A., U.K. and India

Distance Education: its needs and various concepts with reference to U.K., Australia and India

Education Administration in U.K., U.S.A. and India

### **UNIT-4**

Curriculum: Concept, factor affecting curriculum development Philosophical, Psychological, Sociological  
and Discipline Oriented Consideration Curriculum development different Models: Administrative. Grass  
Root Demonstration and System Analysis.

Curriculum evaluation in terms of learning outcome: Concept, Formative and Summative evaluation.

System of according marks, ratings and grades.

Interpretation of evaluation result.

### **Selected Readings:**

Andrey & Howard Nicholls: Developing Curriculum-A Practical Guide. George Allen and Unwin,  
London, 1978

Bexday, G.Z.L.: Comparative Methods in Education, Oxford and IBH Publishing Co. New Delhi, 1964

Cramer, I.F. & Brown, and G.S. Contemporary Education A Comparative Studies of National System,  
Harcourt Brace & Company, New York, 1965

Denis Law ten: School Curriculum Planning Hodder and Stoughton, London, 1986

Dent, H.C.: Education System of England, George Allen and Unwin, London, 1981

Edward, Akron: The Secondary School Curriculum, Harper and Row Publishers, New York, 1980.

Hans, Nicholas: Comparative Education Routledge and Kegan Paul, London, 1961

Harold B. Albery & Ejisie, J. Albery: Reorganizing the High School Curriculum, Macmillan Company,  
New York, 1957

Harold B. Albery & Ejisie, J. Albery: The Curriculum, The Macmillan Company, New York, 1963

Hugh Sockelt: Designing the Curriculum, Open Books, London, 1976

Ivor. K.Davies: Objectives in Curriculum Design, MC Graw Hill, London, 1976

John.D.Mcneil: Curriculum, Little Brown and Company, Boston, 1977

Joseph. Leese: The Teacher in Curriculum making, Harper and Brother Publishers, New York, 1961

Kendel I.L.: Studies in Comparative Education, George Harrup, New York 1963

King, F.J.: Other School and Ours, Holt, Rinehart and Winston, New York, 1959

William.M. Alexander: Planning Curriculum for School Holt, Rinehart and Winston, New York, 1966  
Company, New York, 1957 Harold B. Albery & Ejisie,

## **PAPER –III EDUCATION SPECIAL EDUCATION**

Maximum Marks: 80

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper. Students are required to attempt five questions in all. All questions shall carry equal marks. Question no. 1 shall be compulsory which will comprise of eight short answer type questions/parts and students are expected to answer any five parts There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

Course Contents:

### **UNIT-1**

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

## **UNIT-2**

Education of Orthopedically Handicapped Concept Types of Handicap Characteristics Educational Programmes for orthopedically Handicapped Education of Mentally Retarded Concept Classification Etiology Educational Programmes for Trainable Mentally Retarded Educational Programmes for Educable Mentally Retarded

## **UNIT-3**

Educational of Visually Impaired Characteristics Degree of Impairment Etiology and Intervention Educational Programme Education of Hearing Impaired Characteristics Degree of Impairment Etiology Education and Intervention Programme Education of Learning Disabled Characteristics Types Identification Education and Intervention Programmes

## **UNIT-4**

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

### **Selected Readings:**

Bender, W.N.: Learning Disability, Allyn & Bacon, Bacon, Simon and Schuster, 1995, Boston, London  
Serdine W.H. & Blank Hurst, A.E. (eds): An Introduction to Special Education, Harper Collins Publishers, Boston 1980

Dutn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston  
Hallahan, D.P. & Kauffman, J.M.: Exceptional Children: Introduction to Special Education Shally & Bacon, Massachusetts, 1991

Hewett Frank M. & Foreness Steven R: Educational of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984

Jordern, Thomas E: The Exceptional Child, Ohio: Merrill

Kirk S.A." & Gallagher J.J.: Education of Exceptional Children; Houghton Mifflin Co., Boston 1989

Magnifico, Lx.: Education of the Exceptional Child, New York, Longman

Shankar, Udey: Exceptional Children, Hullender: Sterling Publication

Singh, N.N. and Beale, LL (Eds.): Learning Disabilities Nature, Theory and Treatment, spring-Verlag, New York, Inc: 1992

Smith, CR: Learning Disabilities-The Interaction of Learner, Task and Setting, Allyn & Bacon Massachusetts, 1991

Strange, Ruth: Exceptional Children & Youth, N.J.: Prentice Hall

## **PAPER –IV EDUCATION TECHNOLOGY**

Maximum Marks: 80

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper. Students are required to attempt five questions in all. All questions shall carry equal marks. Question no. 1 shall be compulsory which will comprise of eight short answer type questions/parts and students are expected to answer any five parts There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question

Course Contents:

### **UNIT-1**

Meaning and Scope of educational technology: System approach to education and its characteristics, Component of Educational Technology-Hardware and Software Multimedia approach in Educational Technology

### **UNIT-2**

Modalities of teaching-Teaching as different from indoctrination, instruction conditioning and training Stages of teaching pre-active, interactive and post active Teaching at different levels memory,

understanding and reflective levels of organizing teaching and learning Programmed instruction: Origin, Principles and Characteristics Types: Linear, Branching and mathematics  
Development of programmess : Preparation, Writing, Tryout and Evaluation

### **UNIT-3**

Modification of teaching behaviour-Micro teaching, Flanders interaction analysis simulation  
Communication process: Concept of communication, Principles, Modes and Barriers to communication, Class-room communication (interaction, verbal and non verbal) Models of teaching: Concept, Different families of Teaching Models

### **UNIT-4**

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

### **Suggested Readings:**

Davies, I.K.: "The management of learning", London MC Graw Hill, 1971  
Dececco, J.P.: "The psychology or learning and instruction", New Delhi, Prentice Hall, 1988  
Kulkarni, S.S.: "Introduction to Educational Technology", New Delhi Oxford & IBH Publishing Company, 1986  
Kumar, K.L.: "Educational Technology", New Delhi New age International Publishers, 1996  
Locates, C.N. and Atkinson, F.D. : "Median and Technology for Education and Training" London CharlesE: Publishing Co., 1984  
Mavi, N.S.: "Programmed Learning-An Empirical Approach", Kurukshetra Publishers, 1984  
Joyee, B & Wield, M: "Models of Teaching", New Delhi, Prentice Hall, 1922  
Mukhopadhyay, M.Ed. "Educational Technology", New Delhi Sterling, 1990  
Pandey, K.P.: "A first Course in Instructional Technology", Ghaziabad, Amitash Parkashan, 1983  
Pandey, K.P.: "Dynamics of Teaching Behaviour, Ghaziabad, Amitash Parkashan, 1983  
Pandey, S.K.: "Teaching Communication", New Delhi Commonwealth Publishers, 1997  
Pereival F. and Ellington, H: "A Handbook of Educational a Technology", New York Kogan page, 1988  
Skinner, B.F.: "The Technology of Teaching", New York: Appleton Century Crofts, 1968  
Vendanayagam E.G.: "Teaching Technology for College Teachers", New Delhi, Sterling Publishers, 1988

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