

MATS University

Gullu (Aarang), Raipur (C.G.) - 493441

MA (EDUCATION)

PART - I

Paper-I	Foundation of Education	- 100 marks
Paper-II	Research Methodology in Education	-100 marks
Paper-III	Modern Trends and Issue in Indian Education	-100 marks
Paper-IV	Advanced Educational Psychology	- 100 marks
Paper-V		- 100 marks

- a) Practical in Teaching of Education Subject
- b) Seminar Paper Reading.

Paper- I
FOUNDATIONS OF EDUCATION

100 marks

- I. Western Educational Philosophies.**
Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism.
With special reference to the concepts of knowledge, reality and values.
Their educational implications for aims, contents and methods of education.
- II. Indian Educational Philosophies.**
Indian Schools of Philosophy, Samkhya, Vedanta, Buddhism, Jainism, Islamic traditions.
With special reference to the concept of knowledge, reality and Values and their educational implications.
Contribution of Swami Vivekananda, Gurudev Tagore, Mahatma Gandhi and Sri Aurobindo to educational thinking
- III. Value and Education.**
National Values as enshrined in the Indian Constitution, and their educational implications.
Education and the home, Education and Politics.
Education and the community with special reference to Indian Society, Education and religion, Education and modernization, Education and culture, Education and Democracy, Socialisation of the child.
- IV. Education and Social Change**
Relationship of sociology and Education, Meaning and nature of educational sociology and sociology of education, Meaning and nature of Social change, Education as related to social stratification and social mobility, education as related to social education equity and equality of educational opportunity. Constraints on Social change in India.
(Caste ethnicity: class: language: and religion, regionalism)
- V. Education of Disadvantaged-**
Education of the socially and economically disadvantaged sections of the society with special reference to the scheduled tribes, scheduled caste
Women and Rural Population.
Learning: The Treasure within. Report of the International Commission on Education.

REFERENCE:

1. Seetheramer, A.S.: Philosophy of Education Ashish Publishing House.
2. Bhatnagar, G.D.: Education and Social Change Minerava.
3. Brubacher, John, S.: Modern Philosophies of Education, M.C. Grawhill, New York.
4. Kaply, F.K.: Education and Social Change in India, Radiant Publishers, New Delhi.
5. Chaube, S.P.: A Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra, 1985.
6. Dewey, John: Democracy and Education MC, Millox Co., New York.
7. Kneller, G.F.: Introduction to Philosophy of Education, John Milley and Sons, New York.
8. Maltier S.S.: A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
9. Rusk, Robert, R.: Philosophical bases of Education, University of London Press, Calcutta, 1972.
10. Ross, James, S. Ross: Groundwork of Education Theory, Oxford University Press, Calcutta, 1972.

11. Russel Betrand: Education and Social order. George Allen and Unwin Limited.
12. Saxena, N.R.S.: Philosophical and Sociological Foundation of Education R. Laee Book Depot, Meerut, 1995.
13. Janeja, V.R.: Educational thought and Practice, Stealing, New Delhi.
14. Wingo, G Max: Philosophies of Education, Sterling, New Delhi.
15. Swami Dayananda: Satyatha Prakash, Arya Pratinidhi Sabha, New Delhi.
16. Swami Vivekananda: The complete work of Swami Vivekananda, Vol 5 & Vol 7 Advaita Ashram, Pithorgarh.
17. Rabindranath Tagore: Tagore Conterry Vollues, Viswa Bharati Shantiniketan.

PAPER-II

RESEARCH METHODOLOGY IN EDUCATION

100 marks

I. Nature and Scope of Educational Research

Meaning and nature needs and purpose.

Scientific inquiry and theory development, Fundamental, Applied and Action Research.

II. Formulation of Research Problem

Criteria and sources for identifying the problem; Delineating and Operationalizing variables; Developing assumptions and hypothesis in various types of research.

III. Tools and Techniques

Concept of population and samples,

Various methods sampling, characteristics of a good sample.

Characteristics of a good research tool.

Types of tools and techniques and their uses.

Questionnaire, Interviews, Observations,

Test and scales, projective and Socio-metric Techniques.

IV. Major Approaches to Research

Descriptive Research; Ex-post facto Research, Laboratory Experiment; Field Experiment, Field studies, Historical Research.

V. Analysis of Data

Quantitative and qualitative data, Analysis of quantitative data, the null hypothesis, test of significance, types of errors, one tailed and two tailed tests. The t-tests, the F-test (one way and ANOVA)

Non parametric tests: Bi-serial, Point bi-serial, tetra choric and Coefficient of correlation, Partial and Multiple Correlations.

REFERENCE:

1. Any D. Jacobs L. C. and Razaveth; An introduction to research in Education, Holt Rinehant & Winston, New York.
2. Banarjee, N. P. Strategies of Educational Research. Associated Publisher. Ambala Cantt.
3. Best J. W. and Kahn. J. V. Research in Education, Prentice Hall of India, Englewood cliff, 1989.
4. Borg, W. R. and Gall, M.D. Educational Research An Introduction, Longman, London, 1983.
5. Buonghs, G. E. R.: Designs and Analysis in Educational Research, School of Education, Birmingham, 1971.
6. Campbell, D. T. and Stanley, J.C. Experimental and Quasi experimental Designs in Psychological Research.
7. Edwards A.L. Statistical Analysis, Holt Rinehart and Wiston, Inc, New York, 1969.
8. Fink, A and Kroscoff: How to conduct Survey Sage, Baverely Hills.

9. Fowler, E.J. Jr.: Survey Research Methods Sage Baverley Hills, 1984.
10. Garette H.E.: Statistics in Psychology and Education, Vakil & Sons, Bombay.
11. Gay, L.R. Educational Research: Competencies for Analysis and Application, Mc Millan, New York, 1994.
12. Glass, G.V. and Stanely J.C.: Statistical Methods in Education and Psychology, Prentice Hall Englewood Cliffs, 1984.
13. Hopkins, D.A.: Teacher's Guide to classroom Research, O.U. Press, London, 1985.
14. Hammersley M.: Controversies in Classroom Research, O.U Press, London, 1986.
15. Karlinger, F.N.: Foundation of Behaviour Research Surfeet Publication, Delhi, 1978.
16. Koul, L.: Methodology of Educational Research Vani Educational Books, New Delhi, 1984.
17. Mishra, R.P.: Research Methodology Concept Handbook Concept, Sterling Publishers Private Limited.
18. Mouly, G.J.: The Science of Educational Research, Von Nostrand Reinhold, New York.
19. Stanley J.C.: Measurement in Today's School, Prentice Hall, New York.
20. Sukhia, S.P., Mehrotra, P.V. and Mehrotra, R.N.: Elements of Educational Research, Allied, Bombay, 1965.
21. Travers R.M.: Introduction to Educational Research (3rd Edition). Mc Millan Company, New York, 1969.
22. Sidhu, K.S.: Methodology of Research in Education.
23. Sprinthall, R.C., Schmulte, G.T. and Siro is L.: Understanding Educational Research, Prentice Hall Englewood Cliffs, 1991.
24. Tuckman, B.W.: Conducting Educational Research Harcourt Brace, New York, 1993.
25. APA – Publication Manual of Americal Psychological Association 4th Edn APA, Washington DC 1994.
26. Sharma, S.R.: Philosophy of Educational Research, Anmol, New Delhi.

PAPER-III
MODERN TRENDS AND ISSUES IN INDIAN EDUCATION

100 marks

- I. **Education in pre-independence period** : Maculay's minutes, Wood's Despatch, Hunter Commission, Indian University Commission, Sargent Report.
- II. **Educational in post – independence period** : Secondary Education Commission Report (Mudaliar), University Education Commission Report (Radhakrishnan), Education Commission Report (Kothari), National Policy of Education, 1968 and 1986.
- III. **Problems in Indian Education**: Accessibility, finance, language, education of special groups, value crisis, educated unemployment, university autonomy, college autonomy.
- IV. **Emerging Trends**: Continuing education, Adult education, Population education, Vocationalisation of education, Techniques of teaching in Higher Education.
- V. **Examination Reform**: Examination reform, Distance Education, Correspondence Education, Student Participation.

Reference:

1. Ahmed, N.: The Economics of Non Formal Education, Preager, New York, 1975.
2. Bhatnagar, G.C.: Education and Social Change Minerva Associates Calcutta, 1972.
3. Burbacher, J.S.: Modern Philosophies of Edn, Mc Graw Hill Books Co., New York.
4. Butler, I, Donald: Four Philosophies and their practices in Education, Happer & Brother, New York.
5. Chaube, S.P. and Chaube, A: Philosophical and Sociological Foundation of Education. Vinod Pustak Mandir, Agra, 1986.
6. Dave, R.H.: Foundation of Lifelong Education, Humbarg, 1976.
7. Harries, W.J.A. and Williams, J.D.S.: A Hand book on Distance Education, Manchester University, Manchester, 1977.
8. Hussen, T. and Postlethwaite, T.N. (eds): The International Encyclopedia at Education, Vol, II PP 3III – 4 and 354043, Pergamon, Oxford, 1990.
9. Illich, I.D.: Deschooling Society, Harper & Row, New York, 1971.
10. Kapil, FK: Foundation & Social Change in Indian Radiant Publishers, New Delhi, 1990.
11. Kneller, G.F.: Introduction to Philosophy of Education, John Willey & Sons, New York.
12. Mathur, S.S.: A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra, 1985.
13. Mohanty S.B.: Non Formal Education, Chugh Publication, Allahabad.
14. Mohanty, S.B.,: Life Long and Adult Education, Ashish Publishing House, New Delhi, 1988.
15. NIACE, Continuing Education NIACE Leicester 1982.
16. Naik, J.P. (1976): Elementary Education in India A Promise to keep, Allied Publishers, New Delhi, 1976.
17. Passous, A.H. (ed): Education of the Disadvanged, A Book of Readings. Holt, Renehalt & Winston, New York.
18. Report of the University Education Commission, Govt. of India, New Delhi, 1949.
19. Report of the secondary Education Commission, Govt. of India, New Delhi, 1953.
20. Report of the Education Commission, (1964-66) Govt. of India, New Delhi, 1966.
21. National Policy on Education 1968. Govt. of India, New Delhi, 1966.
22. Draft National Policy on Education 1979. Govt. of India, New Delhi, 1979.
23. National Policy on Education 1986. Govt. of India, New Delhi, 1986.

24. Programme of Action NPE 1986, Govt. of India, New Delhi, 1986.
25. Acharya Rammamurti Report, Govt. of India, New Delhi 1990.
26. Ruhela, S. P. & Vyas K.C.: Sociological Foundations of Education, Dhanpat Rai and Sons, New Delhi.
27. Shivanudrapa, G.: Philosophical Approach to Education Himalaya Publishing, New Delhi, 1985.
28. Taneja V. R.: Educational Thought & Practice, Sterling, New Delhi.
29. UNESCO: Learning to be, UNESCO, Paris, 1972.
30. UNESCO: Education on the Move, UNESCO, Paris, 1975.
31. UNESCO: Education and Essential Needs of the Rural Population UNESCO, Paris 1980.
32. Chaube, S. P. History Indian Education, Vinod Pustak Mandir, Agra, 1985.
33. Mukherjee, R. K. Ancient Indian Education, Motilal Banarasi Das, Varanasi.
34. Mukherji, S. N. Education in India- Today and tomorrow, Acharaya Book Depot. Baroda.
35. Nanda, S.K. Indian Education and its problems today, kalyani ,N.Delhi.
36. Narullah, S & Naik, S. P.: A History of Education in India, Macmillan, Bombay, 1951.
37. Rawat, P.L. History of Indian Education, Ram Prasad & sons, Agra, 1965.
38. National Policy on Education 1986 (with Modification undertaken in 1992)

PAPER –IV

ADVANCED EDUCATIONAL PSYCHOLOGY

100 marks

I. Growth and Development

Relationship of Education and Psychology, Process of growth and development. Physical, Social, Emotional and Intellectual. Development of concept formation, logical reasoning problem, solving and creative thinking, language development.

II. Individual Difference and Intelligence.

Individual Difference: determinants; role of heredity and environment; implication of individual difference for organizing educational programmes.

Intelligence: Theories and measurement.

III. Learning and motivation:

Theories of learning: Thorndike's connectionism, Pavlov's Classical and Skinner's Operant Conditioning, learning by insight, Hull's reinforcement theory and Tolman's theory of learning.

Gagne's hierarchy of learning types, Factors influencing learning, Learning and motivation, Transfer of learning and its theories.

IV. Psychology of Education of Exceptional Children.

Psychology and education of exceptional children creative, gifted, backward, psychoanalytic including learning disabilities and mentally retarded.

V. Personality and Mental Health and Hygiene.

Personality types and trait theories, measurement of mental health and hygiene: process of adjustment, defence mechanism, mental hygiene.

Books Recommended:

1. Bernard P.H.: Mental Health in the class room, MC Graw Hill, New York 1970.
2. Biehler, R.F. and Snowman. J. –Psychology Applied to teaching, Houghton Mifflin, New York 1989.
3. Bigge, M.L.- Psychological foundation of Education. Harper and Row, New York 1985.
4. Klusmeier, H.J. and Goodwin. W –Learning and Human Abilities, Harper & Row, New York, 1975
5. Lefrancois, G.R. Psychology for Teaching Worth, inc, California, 1994.
6. Lindgren, H.C. Educational Psychology in the classroom, Oxford University Press, New York, 1980
7. Mangal, S.K. Advanced educational Psychology, Prentice Hall of India, 1993
8. Ganguly, G.J. Psychology for teaching. Allyn and Bacon, Boston, 1982

PRACTICAL & SEMINAR

100 Marks

A. PRACTICAL IN TEACHING OF EDUCATION SUBJECT

Every student will deliver 5 (five) practice teaching lesson at +2 or at +3 stage. Every student will observe 5 lessons of his/her peers. The scheme of evaluation will consists of

1. Delivery of 5 (five) Lessons.
2. Observation of 5 (five) Lessons.
3. Delivery of Final Lesson.

The Teaching Lessons and observation of lessons shall be evaluated internally by the Lecturer/Reader Supervising the lesson.

The Final Lesson shall be evaluated jointly by one internal and one External Examiner.

B. SEMINAR PAPER READING

Every student will present a seminar paper and will prepare 9 (nine) copies of the paper for distribution to staff member and 40 (forty) copies of abstracts within 2 (Two) pages each for distribution to his/her peers. The scheme of valuation shall consist of:

1. Seminar paper presentation.
2. Participation in Discussion.

The seminar paper presentation shall be read before all the members of the staff present.

Each student shall be evaluated on the basis of paper presentation occasion by all the teacher and average of all individual assessments shall be taken to determine the score obtained.

MA (EDUCATION)

PART - II

Paper -VI. Any one 100 marks

- a) Educational technology
- b) Computer Education
- c) Economics of Education

Paper -VII. Any One 100 marks

- a) Educational Measurement and Evaluation
- b) Curriculum Development.

Paper -VIII. Any One 100 marks

- a) Comparative Education
- b) Educational Administration
- c) Higher Educational and Function

Paper -IX. Any One 100 marks

- a) Guidance and Counseling in Education.
- b) Special Education.
- c) Teacher Education

Paper -X. Dissertations 100 marks

PAPER-VI

EDUCATIONAL TECHNOLOGY

I. Meaning , Scope & Components

Meaning and Scope of Educational Technology Educational Technology as system, its Characteristics, Components of Educational Technology –Software, Hardware.
Educational Technology and Instructional Technology.

II. Communication and Teaching

Communication and teaching -Components of communication process: Sender – media, Message, receiver, Feedback.
Modalities of Teaching, Difference between teaching, instruction condition and Training.
Preactive, feedback.
Modalities of Teaching, Difference between Teaching Interactive and Post active.
Teaching at different levels –memory, understanding & reflective.

III. Models of teaching and teaching Behaviour:

Models of Teaching –concept and selected Psychological models; Modification of Teaching behavior; Micro Teaching. Flander’s Interaction analysis Simulation.

IV. Designing of Instructional System and Strategies:

Designing of instructional System: Formulation of instructional objectives, Task analysis.
Designing of Instructional strategies such as Lecture, Team Teaching discussion, Seminars
And Tutorials.

V. Self –Instructional Strategies

Programmed Instruction (Origin, Type: Liner and branching) model.
-Teaching Machines
-Computer- assisted instruction.

REFERENCE:

1. Jayce B. and Wcil, M. (1990) Models of Teaching, Prentice Hall of India, New Delhi.
2. Kulkarni, S.S.: Educational Technology, Oxford and IBH, New Delhi.
3. Mukhapadhyaya, M. Educational Technology: Challenging issues. Sterling, New Delhi.
4. Passi, B.K. (Ed.) Becoming Better Teacher: Micro Teaching Approach. Sanitya Mudranalaya, Baroda.
5. Sampat, k. et. Al. Introduction to Educational Technology, Vinod Pustak Mandir, Agra, 85.
6. Sharma, A. R. : Educational Technology, Vinod Pustak Mandir, Agra, 85.
7. Kumar, K. L. Educational Technology, New Age International, Delhi.

PAPER –VI
COMPUTER EDUCATION

1. Introduction to computer.

- i) Types of Computer.
 - a) Mainframe, mini Computer, Micro Computer, PC/AT -286, 386,486 Pentium – Desktop, Laptop etc.
 - b) Analog, Digital and Hybrid Computers.
- ii) Block Diagram of Computers
 - a) CPU
 - b) Data Processing Stages
- iii) Computer Peripherals
 - a) Input –Devices –Keyboard ,Mouse ,Scanner
 - b) Output Devices –Monitor (ALL types) Printer(All types)
 - c) Storage Devices – Hard Disk, Floppy Disks and Drives, Memory, CD multimedia.
- iv) Types of Software
 - a) System Software
 - b) Application Software
- v) Application of Computers
 - a) Role of Computer in Education
 - b) Commercial Application
 - c) Teaching through Computers.

II .Operating System software –DOS, WORDSTAR & DATABAS E

- i) Introduction
- ii) Directors of File Folder
- iii) Files
- iv) Wilds Cards
- v) Types of DOS Commands
- vi) Dos Commands –Data ,Rime, CIs, Ver, Prompt, Dir , Cd , Md, Rd, Tree, Copy, Ren, Del, Type, move, Edit , Chkdsk, Format, Sys. Vol, Lable, Xcopy.
- vii) Batch Files

WORD PROCESSING – WORD STAR

- i) Introduction
- ii) Menus of word Star
- iii) Editing Text
- iv) Formatting Text
- v) Print Enhancements
- vi) Mail Merging Document

3. DATABASE MANGMENT SOFTWARE SOFTWARE D BASE:

- i) Introduction
- ii) Commands and Functions
- iii) Create, Display, Structure ,Modify, Clear, Close, use, quit, List, Display Append, Goto, Edit, Browse , Insert, Delete, Recall, Append, Pack, Zap, locate , Continue , sort, Index , set Replace, Date Functions, File Functions, Say Get , Picture , Clause, Box Creation , Do- While-Loop- Exit Enddo, if Else- Endif, Do case- Otherwise end case

4. Spread Sheet Software Lotus 1-2-3

- i) Introduction
- ii) Loading and Saving Files
- iii) Work sheet Fundamentals and Basics
- iv) Work sheet and Range commands
- v) Copy/Moving data in worksheet
- vi) Windowing, Titling, Sorting and Querying
- vii) Creating, Saving, and Printing of Graphics
- viii) Work sheet Function –Date, if Sum, avg, Left, right, Proper, Repeat, str. Int. Val.

5. Graphics software –windows

- i) Introduction
- ii) Mouse Concept and Operation
- iii) Windows concept ,multi- Tasking
- iv) Drawing Through Paint Brush
- v) Document Through write
- vi) Managing Files and Files Folders Through file Manger.
- vii) Printing Through print Manger.

REFERENCE:

1. Bidgoli, Hossein - Working with Lotus1-2-3
2. Gookin, Dan- Operating System Software DOS- DOS for Dummies.
3. Gooking, Dan Windows- Windows for Dummies
4. Gilbert, Chris Spreadsheet- Lotus ABC for Lotus 1-2-3.
5. Hunt, Roger -Computer and Commonsense Shedley. John
6. Menon, K.S.V. -Word processing Word star for everyone.
7. Rangarajan, V.- Fundamentals of Computers.
8. Ratho, T. N. & Prakas, Ravi – Emerging Trends in Teaching of Computer Science.
9. Simpson, Alan – Database Management System, D base understanding D Base.
10. Soni & Aggarwal- Computer Systems and Programming.

PAPER- VI
ECONOMICS OF EDUCATION

- I. Economics of Education**
Concept, Scope, Significance, Recent Trends in economics of education.
- II. Education as :**
Consumption: Concept, Significance and Strategies.
Investment: Concept, Significance and Strategies.
- III. Education and Economic Development:**
Human Capital formation
Man-power planning
- IV. Cost Benefits Analysis of Education:**
Taxonomy of cost education
Taxonomy of benefits of education
Inputs and Outputs- Concepts and relationship between the two.
- V. Resources of Education and Financing Education:**
Role of the Centre, State and Institution for financing education.
Theoretical consideration.
Problems of financing
Grant-in-aid Scheme.

Paper- VII
EDUCATIONAL MEASUREMENT AND EVALUATION

I. Educational Measurement and Evaluation:

Concept, Scope, Need, Relevance,

Tools of Measurement and Evaluation: Subjective and Objective: Essay test:

Objective Test: Scales; questionnaires: Schedules, Inventories, Performance Test.

II. Characteristics of Good measuring instrument

Validity, Reliability, Norms, Usability etc.

III. Test Standardisation:

Norm-referenced and Criterion-reference test; Scaling-Standard scores, T-Score and C-score.

Steps in Standardisation of a test.

IV. Measurement of :

Achievement, aptitude, intelligence, attitudes: interests, skills.

Interpretation of test- scores and methods of feedback to students.

V. New Trends:

Grading, Semester, Continuous internal assessment, question bank: uses of computer in evaluation.

BOOKS RECOMMENDED:

1. Anastasi, A; Psychological Testing (6th Ed.) Macmillan publishing Co. New York, 1988.
2. Buch, M.B. (Ed.): Fourth Survey of Research in Education, NCERT, New Delhi, 1991.
3. Conoley, J.C. and Kramer, J.J. (ed.) : Tenth Mental Measurements Year book. Buros Institute of mental Measurements, Lincoln, N.E. 1990.
4. Cronbach, R.L. and Frisbie, D.A.: Essentials of Educational Measurement (5th Ed.) Prentice Hall of India Pvt., New Delhi 1991.
5. Eble, R.I and Frisbide, D.A. Essentials of Educational Measurement (5th Ed.) Prentice Hall of India Pvt., New Delhi 1991.
6. Edward, A.I. – Techniques of Attitude Scale Construction, Vakils, Feffer and Simons Pvt. Ltd. Bombay, 1969.
7. Grounlund, N. E. & Linnn, R.L.: Measurement and Evaluation in Teaching (6th Ed.) Macmillan Publishing Co. New York, 1990.
8. Hopins, K.D. & Stanley, J.G.: Educational and Psychological Measurement and Evaluation (7th Ed.) Prentice Hall, Englewood Cliff, N. J., 1990.
9. Lindeman, R. H. and Merenda, P.F.: Educational Measurement (2nd Ed.) Scott, Foresman and Co.; Glenview, Ilinots, 1979.
10. Mehrens, W.A. & Lehmann, J.J.: Measurement and Evaluation in Education and Psychology (4th Ed.) Holt Rinehart and Winston, New York, 1987.
11. Mehrens, W.A. & Lehmann, J.J.: Using Standardized Test in Education (4th Ed.) Holt Rinehart and Winston, New York, 1987.
12. Mitchell, J.V. (Ed.) Tests in Print III, University of Nebraska Press, Lincoln, NE
13. Nitko, A. J.: Educational Tests and Measurement: An Introduction. Harcourt Brace Jovanovich, N.J. 1960.
14. Popham, W.J.: Modern Educational Measurement (2nd Ed.) Prentice hall, Englewood Cliff,. N.J. 1960.
15. Tuckman, B.W.: Testing for Teachers (2nd Ed.) Harcourt Brace Jovanovich, New York, 1988.
16. Fergusum, G.A. & Nakane, Y. –Statistical Analysis in Psychology and Education, McGraw Hill, New York.

PAPER –VII

CURRICULLUM DEVELOPMENT

- I. Bases and Determinants of Curriculum**
Philosophical, psychological, sociological
Discipline – Oriented considerations.
- II. Curriculum Design ,Construction and Development**
Principles, Approaches of Curriculum design.
Construction and Development of Curriculum different models: Administrative
 - Grass –root
 - Demonstration
 - Systems Analysis
- III. Curriculum Implementation :**
Leadership role; Community Participation, Instructional guides for the teachers and students.
- IV. Curriculum Evaluation :**
Formative; Summative
Interpretation of evaluation results
- V. Issues, Recent Trends and Researches in Curriculum in India.**
Views of the Following Commissions on curriculum in India.
University Education Commission 1948
Secondary Education commission 1952
Education commissioning 1966.

REFERENCE:

1. Atkin, E. -Curriculum Planning, Harper & Bros, New York.
2. Dave, R.H.: Lifelong Education and the School Curriculum, U.I.E., Humburg.1973.
3. Herrick, V.E. (et. Al.O: Towards Improved Curriculum Theory, University of Chicago Press, Chicago.
4. Hooper, R.(ed.): The Curriculum concept, Design and Development. Oliver and Boyd. Edinburgh.
5. NCERT mobile team workshop in Curriculum Development NCERT, New Delhi., 1978.
6. NCERT- Curriculum in transaction, NCERT New Delhi, 1978.
7. Patel Committee Report, 1977.
8. Report of the University Education Commission (1948-49) Govt. of India.
9. Report of the Educational Commission 1964-65 Govt. of India.
10. Report of the Secondary Education commission (1952-53).
11. Tabe, H. -Curriculum Development, Theory and Practice, Harcourt, Brace, Jovanorich, New York.
12. Tanner, A. D. And Tanner, L. - Curriculum Development Theory and practice. McMillan, New York.
13. Taylor, R. W. –Basic Principles of Curriculum and Instruction, University of Chicago press.
14. Zais, R. S. - Curriculum principles and Foundation. Thomas Y. Cromwell Co. New York, 1976.
15. Mc. Neil J. D. Curriculum: A Comprehensive Introduction, Little Brown Co. London.

PAPER –VIII

COMPARATIVE EDUCATION

- I. Concept and Scope of Comparative Education :**
- II. Major Concepts in Comparative Education:**
Juxtaposition, Area Studies, Intra-educational analysis.
- III. Approaches to Comparative Education :**
Historical approach, Cross- Disciplinary approach, Problem approach.
Factors affecting national system of education.
- IV. A comparative Study of:**
Elementary education, Secondary education, Vocation education and
Vocationalisation of Secondary education, higher education: with special reference to
USA, UK, INDIA.
- V. Comparative Study of the Following problems :**
Educational administration in U.S.A., U.K. and India Distance education and
Continuing Education in Australia, UK and India.
The Language Problems –USSR and India.

REFERENCE:

1. Adaval, S.: - Teacher Education in UK. Greg Bros. Allahabad.
2. Astraf, Jr. – Soviet education, Sterling, New Delhi, 1978.
3. Chaube, S.P.: Features of Comparative Education in India. Vinod Pustak mandir, Agra, 1985.
4. Bauchamp, G.A. and Baucham, K.E.: Comparative Analysis in Curriculum system, Kaag Press, Wilmeter, 1967.
5. Edwards R. Holmes, B. and Vande Gratt, J.: Relevant Methods in Comparative Education U.I.E., Humburg, 1973.
6. Hans, H.: Comparative Education, Routledge and Kegan Paul, London, 1959.
7. Harris, H.T.B.: Administrative Structures of Education: Case studies of Sixteen Countries. UNESCO, Paris, 1983.
8. Holmes, B.: Problems in education: A comparative approach, Routledge and Kegan Paul, London.
9. Holmes, B. and Robinson, S.B.: Relevant date in Comparative Education, U.I.E. Humberg.
10. 10. Meyer, A.E.:

PAPER –VIII

EDUCATONAL ADMINISTRATION

Educational administration, Supervision and Finance

- I. Development of modern concept of educational administration from 1990 to the present day Taylorism, Administration as a process: Administration as bureaucracy: Human relations Approach to Administration.

Meeting psychological needs of employees, Systems approach specific trends in Educational administration. Such as

- a) Decision Making
- b) Organisational Compliance
- c) Organisational Development
- d) PERT

II. **Leadership in Educational Administration:**

Meaning and nature of Leadership, Theories of Leadership, Style of leadership, Measurement of Leadership.

III. **Educational Planning:**

Meaning & Nature: Approaches to Educational planning; Perspective planning; Institutional planning.

IV. **Educational Supervision:**

Meaning and Nature: Supervision as a service activity, Supervision as a process; Supervision as a function; Supervision as educational leadership; Traditional Vs. Modern Supervision ; Functions of Supervision ; Planning and Supervisory programme; Organising supervisory programme; Implementing Supervisory Programme; Implementing Supervisory programme.

Problems of Financing Education in India:

Resources and Expenditure of Education.

PAPER- VIII
HIGHER EDUCATION AND TEACHER FUNCTION

I. Development in Higher Education

Report of the university education commission Report of the Education commission 1964-66. National Policy on Education 1968 & 1986. National Commission on Teacher II

II. Management Of Higher Education at the Center

Universities, Institution Deemed to be Universities Institutions of National Importance UGC, AIU; Autonomous colleges. Vocationalisation of Higher education, academic Staff colleges.

III. Management of higher education at the State

Universities, Autonomous colleges, Administration of Education at the State. Conditions of recognition of Colleges. University Act. Vocationalisation of Higher education, Academic Staff Colleges.

IV. Problems in Higher Education:

Student government, Examination reform, Teacher Ethics, Teacher accountability. Working days. Tutorial, Educational Complex, Co-Curricular activities, Evaluation of Courses. Community Involvement in College Programmes.

V. Teaching Methods:

Lecture, Project, discussion, Lecture-cum—discussion, Project, Computer assisted instruction, teaching by using video cassettes. O.H.P. Slides, Chalk board, Charts, Worksheets, use of printed materials in programmed learning style, Simulation and games, Field trips.

REFERENCE:

1. Vedanagam, E. G. Teaching technologies for College teachers. Sterling, New Delhi, 1988.
2. Sharma, G. D. and Ahmed, S. R. (Eds.) Methodologies of teaching in colleges NIEPA, New Delhi 1986.
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4. Mohanty, S. B. Improving University & College Teaching. Ashis, New Delhi.
5. Report of the University Education Commission 1948-49.
6. Report of the Education Commission 1964-66.
7. National Policy of Education 1968 & 1986.
8. Annual Reports of the MHRD, Govt. of India.
9. Orissa University Act.
10. Annual Reports of the Dept. of Education, Govt. of C.G.
11. Shah, S. Y. New Technologies for Higher Education, AIV, New Delhi.
12. Shah, A. B. Modernisation of University Teaching, Nachiketa, New Delhi.
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14. Beard, R and Heastley J. : Teaching and Learning in Higher Education, Harper and Row, London.
15. Mackenzje Netal : Teaching and Learning. An introduction to new methods and resources in higher education. UNESCO, Paris.

PAPER –IX

GUIDANCE AND COUNSELLING IN EDUCATION

I. **Guidance and Counseling :**

Concept; Principles; type: Educational, Vocational and personal; Kinds – individual & group Bases of guidance –Psychological, sociological and educational.

II. **Tools and Teaching of Guidance :**

Records: Kinds and relevance, scales and Tests: Kinds, relevance.

Communication of Results

Techniques;- Directive, non –Directive & elective Counseling.

Interviews: role and methods.

III. **Occupational information Services :**

Meaning, filling of information.

Collection and dissemination

National classification of occupations Sources of information.

IV. **Organising guidance services: at different level of education.**

Kinds of Services: information, testing, counseling, following up.

V. **Testing and Non- Testing Techniques**

Test and their significance in guidance programmes.

Development and use of non– testing techniques, Cumulative record.

Interview Schedules. Questionnaires.

Sociometric approaches.

Equipping the guidance worker.

REFERENCE

1. Crow L.D. and Crow A: An introduction to Guidance Eurasia, New Delhi.
2. Dosajh, N.L.: Guidance Service in India. Arya Book Dept. New Delhi.
3. Jayaswal, S.R.: Guidance and Counseling, Prakashan Kendra, Lucknow.
4. Gupta, S.K.: Guidance and counseling India, Mittal Delhi.
5. Jones, A. J. Principles of Guidance Mc. Graw Hill New York.
6. Kochar, S.K.: educational and Vocational Guidance in Secondary School, Sterling, New Delhi.
7. Nanda, S.K. and Sharma, S.: Fundamentals of Guidance, NBS Ednal Publishers, Chandigarh.
8. Miller C.H.: Guidance Services, An introduction Harper& Row, New York.
9. Newsome, A. , Thorne, B.J.I Wyld, K. W.: Student counseling in practice. University of London Press London.
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11. Wall, W.D.: Psychological Services for Schools, UDE, Himburg, 1956.
12. Aggarwal, J.C.: Educational Vocational Guidance & Counseling, Doaba, New Delhi.

PAPER –IX
SPECIAL EDUCATION

I. Concept and Nature of Special Education:

Objective, Types, historical perspective, integrated Education.

II. Education of Mentally retarded:

Characteristics of the retarded, educable mentally retarded' teaching Strategies; enrichment programme; remedial Programmes, etiology and prevention.

III. Education on Visually impaired :

Characteristics; degrees of impairment; etiology and prevention; educational programmes.

IV. Education of the hearing impaired and orthopedically handicapped :

Hearing impaired:

Characteristics; degrees of impairment, etiology and prevention, Educational programmes.

Orthopedically handicapped – Types of handicap Characteristics, Educational Programmes.

V. Education of the Gifted :

Characteristics

Creativity and identification process

Educational Programming

Non-intellective factors in Gifted

Gifted and under achievement.

REFERENCE

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2. Gerhart, B. R. And Wesihahn. M.W.: The Exceptional Student in the regular classroom c. v. Mosby St. Louis.
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5. Strauss, A and Lentinen. L.: Psychology and Education of the Brain Injured Child Grane and Tratten New York 1947.

PAPER –IX

TEACHER EDUCATION

I. **Teacher Education :**

Historical Perspective; recommendations of Various Commissions on Teacher education:

Kothari commission, National Policy on Education;

Aims and Objectives of Teacher education at :

Elementary, Secondary and College level.

II. **Teaching as a Profession :**

Professional organizations for various levels of teacher and their role;

Performance appraisal of teachers, faculty improvement; programme for teacher education.

III. **Types of teacher education programmes and agencies :**

In service teacher education; pre-service teacher education; Distance education and teacher education, Oriented and Refresher course.

IV. **Current Problems :**

Teacher education and practicing schools.

Teacher education and Community.

Teacher education and other institution.

Teacher education and non-formal education.

V. **Implementation of Curricular of Teacher education**

-Areas of Research.

Teacher Effectiveness

Criteria of Admission

Approaches of Teaching

REFERENCE

1. APEID: Alternative, Structures and Methods in Teacher Education, UNESCO, Bangkok 1975.
2. APEID: Teacher Education, Directions of change.
UNESCO, BANGKOK.
3. APEID : In Service, Training and Tomorrow 's Primary education UNESCO, Bangkok 1979
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UIE Humburg 1978
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11. Hoffman. J.V. and Edwards S.A.: Reality and reform in Clinical Teacher Education, Random House, New York 1987.
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15. Ministry of Education; Report of the Secondary Education Commission (1952- 53). Govt. of India. New Delhi 1953.
16. Ministry of Education: Report of Education Commission (1964-66); Govt. of India, New Delhi, 1966.
17. Ministry of HRD, National policy on Education 1996, Govt. of India, New Delhi, 1986.
18. Mohanty, S. B: Lifelong and Adult Education, Ashish Publishing House, New Delhi, 1987.
19. Mohanty, S. B: Teacher Education, Menaka Prakashani, Sambalpur, 1990.
20. Mukherji, S. N. (Ed) Education of teachers in India S. Chand, New Delhi.
21. NCERT: Secondary Teacher Education Curriculum, NCERT, New Delhi.
22. NCTE: Policy Perspectives in Teacher Education, 1998.
23. UNESCO: Learning to be, UNESCO, Paris 1972
24. UNESCO: Education on the move, UNESCO, PARIS 1975
25. UNESCO: Learning the treasure within UNESCO, Paris.

PAPER- X

DISSERTATIONS

100 Marks

The Candidate shall be required to choose a problem on which He/ She will carry on intensive experiment and work during Part II course under the guidance of a teacher.

The marks on the work shall be distributed as follows:

On the Work - 80 Marks

Viva. Voce - 20 Marks

The evaluation of work on the dissertation shall be done jointly by an external examiner and the teacher guide.