

University Centre for Distance Learning



**Syllabi & Scheme of Examination
MA Education-2nd Year
2014-2015**

Chaudhary Devi Lal University Sirsa (Haryana)

Website:- www.cdlu.ac.in



SCHEME OF EDUCATION M.A. (Final)

Sr. No.	Course Code	Paper	Ext. Ass.	Inter. Ass.	Min. Pass Marks	Time
1	ED21	Curriculum Development and Comparative Education	Ext. 80	Int. 20	28	3 Hrs.
2	ED22	Contemporary Issues in Indian Education	Ext. 80	Int. 20	28	3 Hrs.
3	ED23	Special Education	Ext. 80	Int. 20	28	3 Hrs.
4	ED27	Educational Technology	Ext. 80	Int. 20	28	3 Hrs.
5	ED30	Dissertation Viva-voce	100 50		35 18	

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.

(B) SECOND YEAR

Course -6 Contemporary Issues in Indian Education.
Course -7 Curriculum Development and Comparative Education Course.
Course-8 Special Education.
Course-9 Education Technology
Course-10 Dissertation.

**M.A. (FINAL) EDUCATION
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 Globalisation

Selected Readings:

1. Nurullash S. Naik J.P. and Oad L.K.A. Student History of Education India. MeMillan and Co. Bombay, 1970
2. M.H.R.D.: Report of the University Education Commission (1948), Ministry of Education, Govt. of India, New Delhi, 1949
3. M.H.R.D. Report of the Secondary Education Commission (1952-53), Ministry of Education, Govt. of India, New Delhi, 1953
4. M.H.R.D. Report of the Education Commission Education and National Development (1964-66), Ministry of Education, Govt. of India, New Delhi, 1966
5. M.H.R.D. Challenges of Education-A Policy of Perspective, Ministry of Education, Govt. of India, New Delhi, 1985
6. M.H.R.D. National Policy of Education (1986), Ministry of Education, Govt. of India, New Delhi, 1986
7. M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. of India, New Delhi, 1992
8. M.H.R.D. Towards and Enlightened and Humane Society-A Review (NEPRC) Ministry of Education, Govt. of India, New Delhi, 1990
9. M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. of India, New Delhi, 1993
10. M.H.R.D. Selected Education Studies, Ministry of Education, Govt. of India, New Delhi, 1993
11. World Year Book of Education, Youth, Education and Work, Kogan Page, London, 1995

M.A. (FINAL) EDUCATION
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, it's 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:

1. Andrey & Howard Nicholls: Developing Curriculum-A Practical Guide. George Allen and Unwin, London, 1978
2. Bexday, G.Z.L.: Comparative Methods in Education, Oxford and IBH Publishing Co. New Delhi, 1964
3. Cramer, I.F. & Brown, and G.S. Contemporary Education A Comparative Studies of National System, Harcourt Brace & Company, New York, 1965
4. Denis Law ten: School Curriculum Planning Hodder and Stoughton, London, 1986

5. Dent, H.C.: Education System of England, George Allen and Unwin, London, 1981
6. Edward, Akron: The Secondary School Curriculum, Harper and Row Publishers, New York, 1980.
7. Hans, Nicholas: Comparative Education Routledge and Kegan Paul, London, 1961
8. Harold B. Albery & Ejisie, J. Albery: Reorganizing the High School Curriculum, Macmillan Company, New York, 1957
9. Harold B. Albery & Ejisie, J. Albery: The Curriculum, The Macmillan Company, New York, 1963
10. Hugh Sockett: Designing the Curriculum, Open Books, London, 1976
11. Ivor. K. Davies: Objectives in Curriculum Design, MC Graw Hill, London, 1976
12. John. D. Mcneil: Curriculum, Little Brown and Company, Boston, 1977
13. Joseph. Leese: The Teacher in Curriculum making, Harper and Brother Publishers, New York, 1961
14. Kendel I.L.: Studies in Comparative Education, George Harrup, New York 1963
15. King, F.J.: Other School and Ours, Holt, Rinehart and Winston, New York, 1959
16. William. M. Alexander: Planning Curriculum for School Holt, Rinehart and Winston, New York, 1966

**M.A. (FINAL) 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 Orthopaedically Handicapped

Concept
Types of Handicap
Characteristics
Educational Programmes for orthopaedically 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:

1. Bender, W.N.: Learning Disability, Allyn & Bacon, Bacon, Simon and Schuster, 1995, Boston, London
2. Serdine W.H. & Blank Hurst, AE. (eds): An Introduction to Special Education, Harper Collins Publishers, Boston 1980
3. Dutton, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston
4. Hallahan, D.P. & Kauffman, J.M.: Exceptional Children: Introduction to Special Education Shally & Bacon, Massachusetts, 1991
5. Hewett Frank M. & Foreness Steven R: Educational of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984
6. Jordern, Thomas E: The Exceptional Child, Ohio: Merrill
7. Kirk S.A." & Gallagher J.J.: Education of Exceptional Children; Houghton Mifflin Co., Boston 1989
8. Magnifico, Lx.: Education of the Exceptional Child, New York, Longman
9. Shankar, Uday: Exceptional Children, Hullender: Sterling Publication
10. Singh, N.N. and Beale, LL (Eds.): Learning Disabilities Nature, Theory and Treatment, spring-Verlag, New York, Inc: 1992
11. Smith, CR: Learning Disabilities-The Interaction of Learner, Task and Setting, Allyn & Bacon Massachusetts, 1991
12. Strange, Ruth: Exceptional Children & Youth, N.J.: Prentice Hall

M.A. (FINAL) EDUCATION EDUCATIONAL 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 programme: 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

Suggested 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.: "Introduction to Educational Technology", New Delhi Oxford & IBH Publishing Company, 1986
4. Kumar, K.L.: "Educational Technology", New Delhi New age International Publishers, 1996
5. Locates, C.N. and Atkinson, F.D. : "Median and Technology for Education and Training" London Charles E: Publishing Co., 1984
6. Mavi, N.S.: "Programmed Learning-An Empirical Approach", Kurukshetra Publishers, 1984
7. Joyee, B & Wiold, M: "Models of Teaching", New Delhi, Prentice Hall, 1922
8. Merritt, M.D. (ed): "Instructional Design" , New York, 1971
9. Mukhopadhyay, M.Ed. "Educational Technology", New Delhi Sterling, 1990
10. Pandey, K.P.: "A first Course in Instructional Technology", Ghaziabad, Amitash Parkashan, 1983
11. Pandey, K.P.: "Dynamics of Teaching Behaviour, Ghaziabad, Amitash Parkashan, 1983
12. Pandey, S.K.: "Teaching Communication", New Delhi Commonwealth Publishers, 1997
13. Pereival F. and Ellington, H: "A Handbook of Educational a Technology", New York Kogan page, 1988
14. Skinner, B.F.: "The Technology of Teaching", New York: Appleton Century Crofts, 1968
15. Vendanayagam E.G.: "Teaching Technology for College Teachers", New Delhi, Sterling Publishers, 1988