

**BHUPAL NOBLES' UNIVERSITY, UDAIPUR**



**Scheme of Examination and Course of Studies**

**FACULTY OF EDUCATION  
SYLLABUS**

**M.A. (EDUCATION) Previous**

## **PROGRAMME STRUCTURE, INSTRUCTIONS & SCHEME OF EXAMINATION M.A. Education(Previous)**

<b>S.No.</b>	<b>COURSE CODE</b>	<b>SUBJECT NAME</b>	<b>EXT.</b>	<b>INTER.</b>	<b>MIN. MARKS</b>	<b>MAXI. MARKS</b>
1.	MAEDU1	Philosophical foundation of Education	80	20	40	100
2.	MAEDU2	Sociological foundation of Education	80	20	40	100
3.	MAEDU3	Psychological Foundation of Education	80	20	40	100
4.	MAEDU4	Research Methodology	80	20	40	100

**Note:-** A student is expected to score – 40 percent marks in aggregate in order to pass the theory examination . Pass marks in the individual course is 40 percent as explained above.

Thus, there will be 400 marks for theory examination of which a candidate is required to minimum of 160 marks in order to pass the theory examination.

**COURSE - 1 PHILOSOPHICAL , FOUNDATIONS OF EDUCATION**

***COURSE OBJECTIVES:-***

- Contribution of Philosophy to the field of Education.
- Contribution of various Indian school of Philosophy to the field of Education.
- Impact of western philosophy on Indian education.
- Contribution of the Great Indian Thinkers.
- Dependency theory in Education, Values and Indian contribution.
- Concepts related to Social Philosophy of Education.
- Nature and sources of knowledge getting process.

**COURSE CONTENTS**

**Unit -I**

- Relationship between Education and Philosophy.

➤ **Indian School of Philosophy :-**

- Sankhya
- Vedanta
- Nyaya
- Buddhism
- Jainism

With special reference to their education implications.

**Unit - II**

➤ **Western Philosophies : Major Schools:-**

- Naturalism
- Idealism
- Pragmatism
- Logical Positivism
- Existentialism
- Marxism

There Educational implications with special reference to epistemology, axiology and the process of education.

### **Unit – III**

#### **➤ Contributions of following Indians Philosophers to education thought:**

- Vivekananda
- Tagore
- Gandhi
- Aurobindo
- J. Krishnananmurthy

### **Unit – IV**

- 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,RS.:” An Introduction to Major Philosophies of Education”, Vinod Pustak Mandir,Agra,1982.
- ✓ Narvana,V.S.”Modern Indian Thought”, Orient Longmans Ltd.,New York, 1978.
- ✓ Mukerjee, RK.”Ancient Indian Education”. Motilal Banarsidas,Varanasi,1969.

## **COURSE -2 SOCIOLOGICAL FOUNDATION OF EDUCATION**

### ***COURSE OBJECTIVES -***

- Meaning and nature of Educational sociology, sociology of education and social organizations.
- Group dynamics, social instruction, Social change and the Contribution of education to these aspects.
- Meaning of Culture and concepts of modernization, westernization and socialization.
- Various social factors and their impact on education.
- Social theories with special reference to “Swadeshi”

### **COURSE CONTENTS**

#### **Unit – I**

- Concept of Educational sociology of Education
- Social organization and its concepts
- Factors influencing social organization-folk way, 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.
- Cultural determinants of education.
- Education and cultural change.

#### **Unit – II**

- 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 – III

- 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 – IV

- 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”,Allyns and Boston,1995.
- ✓ Gore, M.S.”Education and Modernization in Indian”,Rawat Publishers, Jaipur,1984.
- ✓ Kamat, A.R.”Education and Social Change in Indian”, Samaiya Publishing Co., Bombay 1985.
- ✓ Maunheim,K.Et.A.” 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 Delhi1990.
- ✓ Inkeles ,Alix. What is Sociology? Prentice Hall of India, New Delhi, 1987.

## **COURSE -3 PSYCHOLOGICAL FOUNDATION OF EDUCATION**

### ***COURSE OBJECTIVES -***

- To enable the students to understand concepts and principles of educational psychology as an applied science.
- To outline the scope of educational psychology.
- To describe the process of growth and development
- To understand different theories of learning.
- To explain the process of adjustment.
- To understand the methods of personality assessment
- To understand the concept of personality.

### **COURSE CONTENTS**

#### **Unit – I**

- ***Meaning of education and psychology-***
  - Relationship of education and psychology.
  - Scope of educational and psychology.
- ***Methods of Educational Psychology-***
  - Experimental
  - Clinical
  - Differential
- ***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.

## Unit – II

### ➤ *Individual Differences-*

- Concept and areas.
- Determinates: Role of heredity and environment in developing individual differences.
- Implications of individual difference for organizing educational programs.

### ➤ *Specified Children-*

- Meaning and Characteristics
- Needs and problems

### ➤ *Creativity-*

- Concept
- Characteristics
- Development of Creativity
- Importance of Creativity in Education.

## Unit – III

### ➤ *Intelligence:*

- Definition and nature of intelligence.
- *Theories :*
  - a. Two factors theory (spearman)
  - b. Multi factor theory
  - c. Group factor theory
  - d. Guildford model of intellect
  - e. Hierarchical theory.
- Measurement 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 – IV

### ➤ *Learning :*

- Meaning
- Theories and their educational implications Pavlov's classical conditioning.
- Skinner's operant conditioning.
- Learning by insight.

### ➤ *Hull's reinforcement theory*

- Lawin'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 Winston,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 Willey and Sons,
- ✓ Bailer, Warren, R. Charles, Don, C. The Psychology of Human Growth and Development New York: Holt, Rinehart and Winston, Inc.,1962.
- ✓ Baum, A., Newman, S., West R., Mc Manus, C. Cambridge Handbook of Psychology, Health & Medicine, Cambridge University Press,1997.

- ✓ Chauhan, S.S., Advanced Educational Psychology. Micas, New Delhi.
- ✓ Coleman, J.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 Educational Psychology. New York. The Mac Millan Co., 1948.
- ✓ Dutt, N.K. Psychological Foundations of Education, Doaba, New Delhi.
- ✓ GAGNE, R.M. The Conditions of Learning. New York, Chicago: Holt, Rinehart and Winston, 1977.
- ✓ Gates, A.T. et al. Educational Psychology. New York: Mac Milan, 1963.
- ✓ Hilgard, E.R. Theories of Learning., New York; Appleton Century Crafts.
- ✓ Kundu, C.L. Educational Psychology. Delhi Sterling Publishers, 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 Publishers Private Limited, 1988.
- ✓ Pandey, K.P., Advanced Psychology of Education for Teachers. Konark. New Delhi.
- ✓ Shanker Uday: Development of Personality. 1965.
- ✓ Talbott, J.A., Hales R.E. & Yodofsky, Textbook of Psychiatry. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
- ✓ Thorpe, G.L. & Olson, S.L. Behaviour Therapy, Concepts, Procedures and Applications London:, Allyn Bacon, 1999.

## **COURSE - 4 : RESEARCH METHODOLOGY**

### ***COURSE OBJECTIVES:-***

- Sources from where knowledge could be obtained.
- Nature, Scope and Limitations of educational research.
- Modalities necessary for formulating research problem,
- Sources for obtaining the data, analyzing and drawing conclusions for solving the educational problems.
- Major approaches those are available for conducting the educational research.
- Developing the result the research report.

## **COURSE CONTENTS**

### **Unit – I**

- Introduction to Research:
  - Meaning of Research;
  - Types of Research;
  - The process of research;
  - Research applications in social;
  - Education and Business Sciences;
  - Features of a Good Research Study.
- Research Problem and Formulation of Research Hypotheses:
  - Defining the Research Problem ;
  - Problem Identification process;
  - Components of the Research Problem;
  - Formulating the Research Hypothesis
    - (i) Types of research hypothesis;

### **Unit – II**

- ***Primary and Secondary data :***
  - Classification of data
  - Secondary data : Usage, advantages, disadvantages, types and sources.
  - Primary data : observation method, Focus group discussion, personal interview method.

➤ ***Questionnaire Design :***

- Questionnaire Method;
- Types of questionnaire;
- Process of questionnaire designing;
- Advantages and disadvantages of questionnaire method.

**Unit – III**

➤ ***Sampling:***

- ***Sampling Concepts :*** Sample V/s Census, Sampling V/s Non Sampling Errors,
- ***Sampling Design :*** Probability and Non Probability Design.
- ***Determination of Sample Size :*** Sample Size For Estimating Population Mean, Determination of sample size for estimating the population proportion.

➤ ***Data Processing:***

- ***Data Editing :*** Field Editing, Centralized in house editing;

➤ ***Classification and Tabulation of Data***

**Unit – IV**

➤ ***Testing of Hypothesis :*** Concepts in testing of hypothesis

- (i) Steps in testing of hypothesis.
- (ii) Test statistics for testing hypothesis about population mean.
- (iii) Tests concerning population proportion – The case of single population .
- (iv) Tests for difference between two population proportions.

➤ ***Chi – Square Analysis :***

- (i) Chi Square test for the goodness of fit;
- (ii) Chi Square test for the independence of variables;
- (iii) Chi Square test for the equality of more than two population proportions.

➤ ***Research Report Writing :*** Types of research reports – Briefs reports and detailed reports.

- **Report writing** : Structure of the research report - Preliminary section, main report, interpretation of results and suggested recommendations.

### ***Selected Readings:-***

- ✓ Aggarwal, Y.P. (1998). The Science of Educational Research. A Source book Ninnal, Kurukshetra
- ✓ Best, John W. and Kahn James V. (1995). Research in Education. Prentice Hall , New Delhi.
- ✓ Burns, R.B.(1991) Introduction to Research in Education. Prentice Hall , New Delhi.
- ✓ Edward, Allen L. (1998). Experimental Designs in Psychological Research. Holt, Rinehart and Winston, New York.
- ✓ Good, C.V. and Douglas, E. Scates (1954). Methods in Social Research, McGraw Hill, New York.
- ✓ Kerlinger, F.N. (1973). Foundation of Behavioural Research. Holt. Rinehart and Winston, New York.
- ✓ Koul, Lokesh (1988). Methodology of Educational Research. Vikas, New Delhi.
- ✓ McMillan, James H. and Schumarcher, S.(1989). Research in Education: A Conceptual Introduction, Harper and Collins, New York.
- ✓ Mouly, A.J. (1963) The Science of Educational Research. Euroasia, New Delhi.
- ✓ Neuman W.L.(1997). Social Research Methods: Qualitative and Quantitative Approaches Allyn and Bacon, Boston.
- ✓ Travers, R.M.W. (1978). An Introduction to Educational Research. Macmillan, New York.
- ✓ Van Dalen, D.B.(1962). Understanding Educational Research. Mc Graw Hill. New York.
- ✓ Young, P.V. (1960) .Scientific Social Surveys and Research. Prentice Hall .New York.

**BHUPAL NOBLES' UNIVERSITY, UDAIPUR**



**Scheme of Examination and Course of Studies**

**FACULTY OF EDUCATION  
SYLLABUS**

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

# **PROGRAMME STRUCTURE, INSTRUCTIONS & SCHEME OF EXAMINATION M.A. Education (Final)**

MAEDU – 9 Dissertation is Compulsory of all students.

(Evaluation as per University Guide Lines)

**Note:-** A student is expected to score – 40 percent marks in aggregate in order to pass the theory examination . Pass marks in the individual course is 40 percent as explained above.

Thus, there will be 550 marks for theory examination of which a candidate is required to minimum of 220 marks in order to pass the theory examination.

## **COURSE - 1 Contemporary Issues in Indian Education**

### ***COURSE OBJECTIVES:-***

- Develop a critical understanding of the challenges faced by Indian Education today.
- Get the knowledge of the contemporary issues in Indian Education in a global perspective.
- Get a historical insight into the Development of Education in India.
- Have a critical understanding of the development of Education as a distinct discipline.

### **COURSE CONTENT**

#### **Unit –I**

- I.** Education in India during
  - Vedic
  - Buddhist
  - Medieval period
- II.** Maculay's minutes and / Bentick's resolution of 1835
  - Adam's report and its recommendations.
  - Wood's Dispatch of 1854
  - Lord Curzen's educational policy, growth of national consciousness.
  - National Education Movement.

#### **Unit –II**

- I.** Recommendations of Indian Education Commission (1882) and its influence on the subsequent development of education.
- II.** Essential features of Sadler Commission Report (1917)
- III.** Wardha Scheme of Education (1937)

#### **Unit –III**

- I.** University Education Commission (1948-49)
- II.** Secondary Education Commission (1952-53)
- III.** Indian Education Commission (1964-66)
- IV.** National Policy of Education (1986)
- V.** Revised National Policy (1992)



## Unit –IV

Contemporary Issues in Indian Education in a global perspective highlighting the UNESCO's current concerns in respect of the following:

- I. Universalization of Education and related issues such as retention /Completion rates in elementary schools.
- II. Vocationalization of Education
- III. Educationa of girls in Various age groups
- IV. Education of socially disadvantaged segments such as SC/ST/OBC
- V. Issues relating to providing equally of educational opportunities
- VI. Issues relating to quality in education and excellence
- VII. Issues pertaining issues relating to quality in education and excellence
- VIII. Issues pertaining to open learning and distance education system
- IX. Education for human values and life skills
- X. Issues relating to medium of instruction – three language formula
- XI. Issues in respect of emotional integration and international understanding in the context of Globalisation

### ***Selected Readings:-***

- ✓ Nurullash S. Naik J.P. Oad L.K.A. Student History of Education India. McMillan 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. Report of the Education Commission Education and National Development (1964-66),Ministry of Education, Govt. of India, New Delhi, 1966
- ✓ M.H.R.D. Challenge 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 and 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 , 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 code- MAEDU6*

## **COURSE - 2 Curriculum Development and Comparative Education**

### ***COURSE OBJECTIVES:-***

- To acquaint the students about the responsible factors and approaches to comparative education.
- To Orient the student with skills to assess the efficiency of educational systems of Various countries in terms of prevailing trends in those countries.
- To Create a perspective in the students about the implications of educations of education for solving the prevailing problems of 'education in India.
- To enable the students to develop an understanding about important principles of curriculum construction.
- To acquaint students with curricular content, curriculum implementation and Process of curriculum evaluation.
- To help students to understand issues, trends and researches in the area of curriculum in India.

### **COURSE CONTENT**

#### **Unit –I**

- I. Concept aims and scope of comparative Education.
- II. Factors influencing education system.
- III. Approaches to comparative education: Historical, Philosophical, Sociological and Problem Approach.

#### **Unit –II**

- I. Elementry Education: Concept of Universalization, Its implications, for Indian Education, primary education in U.S.A., U.K. and India (aims, content, methods of instruction and evaluation system).
- II. Secondary education in U.K., U.S.A.- and India. Vocationalization of Secondary Education in U.K.,U.S.A., Russia and India.

## **Unit –III**

- I. Higher Education in U.S.A., U.K. and India.
- II. Distance Education: its needs and various concepts with reference to U.K., Australia and India.
- III. Educational Administration in U.K. ,U.S.A. and India.

## **Unit –IV**

- I. Curriculum : Concept, Factors affecting Curriculum Development : Philosophical, Psychological, Sociological and Discipline Oriented Considerations.
- II. Curriculum development , Different Models: Administrative, Grass Root, Demonstration and System Analysis.
- III. Curriculum Evaluation in terms of learning outcome: Concept, Formative and Summative evaluation. System of according marks, ratings and grades. Interpretation of Evaluation Results.

### ***Selected Readings:-***

- ✓ Andrey & Howard Nicholls : Developing Curriculum – A Practical Guide. George Allen and Unwin , London ,1978
- ✓ Bexday , G.ZL.: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 Holder 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, Macmillian Company, New York, 1957
- ✓ Harold B. Albery & Ejisie, J.Albery: The Curriculum, The Macmillan Company, New York, 1963
- ✓ Hugh Sockett: Designing the Curriculum, Open Books, London, 1976

- ✓ Ivor. K. Davies: Objective 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
- ✓ Kendell.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

## **COURSE – 3 SPECIAL EDUCATION**

### ***COURSE OBJECTIVES:-***

- To understand the concept of exceptional children.
- To know about the meaning and scope of special education in India.
- To identify the various types of exceptional children.
- To acquaint with the various types of handicaps and their causes.
- To provide guidance in handling of exceptional children.
- To understand various educational intervention programmes for meeting the needs of exceptional learners.

### **COURSE CONTENT**

#### **Unit –I**

##### **I. Concept of Exceptionality :**

- Positive, Negative and Multiple deviations
- Needs and Problems of Exceptional Children

##### **II. Nature of Special Education:**

- Objectives
- Historical Perspective
- Continuum of Special Education Programmes
- Integrated/ Inclusive Education

#### **Unit –II**

##### **I. Education of Orthopaedically Handicapped:**

- Concept
- Types of Handicap
- Characteristics
- Educational Programmes

##### **II. Education of Mentally Retarded**

- Concept
- Classification
- Etiology
- Educational Programmes for Trainable Mentally Retarded
- Educational Programmes for Educable Mentally Retarded

### **Unit –III**

#### I.) Education of Visually impaired

- Characteristics
- Degree of Impairment
- Etiology and Intervention
- Educational Programmes

#### II.) Education of Hearing Impaired

- Characteristics
- Degree of impairment
- Etiology
- Education and Intervention Programmes

#### III.) Education of Learning Disabled

- Characteristics
- Types
- Identification
- Educational and Intervention Programme

### **Unit –IV**

#### I.) Education of Gifted, Creative & Juvenile delinquents

- Characteristics
- Identification
- Problems
- Educational Programmes

#### II.) Guidance and Counselling for Exceptional Children

- Meaning and Needs
- 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, AE.(eds): An Introduction to Special Education, Harper Collins Publishers, Boston1980
- ✓ 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 Exception Learners, Allyn & Bacon, Massachusetts, 1984
- ✓ Jordan , Thomas E: The Exceptional child, Ohio: Merrill
- ✓ Kirk S.a.” & Gallagher J.J.: Education of Exceptional Children; Houghton Mifflin Co.,Boston1989
- ✓ Magnifico, Lx.: Education of the Exceptional child , New York, Longman
- ✓ Shankar, Uday: 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 Children & Youth, N.J.: Prentice Hall

*Paper code- MAEDU8*

## **COURSE – 4 EDUCATIONAL TECHNOLOGY**

### ***COURSE OBJECTIVES:-***

#### **Unit –I**

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

#### **Unit –II**

- I.) Modalities of teaching- Teaching as different from indoctrination, instruction conditioning and training
- II.) Stages of teaching pre – active, interactive and post active
- III.) Teaching at different levels memory, understanding and reflective levels of organizing teaching and learning
- IV.) Programmed instruction: Origin, Principles and Characteristics
- V.) Types: Linear, Branching and mathematics
- VI.) Development of programme: Preparation, writing, Tryout and Evaluation

#### **Unit –III**

- I.) Modification of teaching behavior- Micro teaching, Flanders interaction analysis simulation
- II.) Communication process: Concept of communication, Principles, Modes and Barriers to Communication, Classroom communication (interaction, verbal and non verbal) Models of teaching: Concept, Different families of Teaching Models

#### **Unit –IV**

- I.) Designing instructional system: Formulation of instructional objective, Task analysis
- II.) Designing of instructional strategies: Lecture, Team teaching, Discussion Seminars, Tutorial and Brainstorming sessions
- III.) Development of Evaluation tools: Norm referenced tests and Criterion referenced tests
- IV.) Application of Educational Technology in Distance Education: Concept of distance Education: Distance and Open learning system. Student supports



Service, Evaluation strategies in Distance Education; Counselling in Distance Education

***Selected Readings:-***

- ✓ Davies, I.K.:” The management of learning”, London MC Graw Hill, 1971
- ✓ Dececco, J.P.:”The psychology or learning and instruction”, New Delhi Oxford & IBH Publishing Company,1986
- ✓ Kulkarni,S.S.:”Introduction to Educational Tecnology”, New Delhi Oxford & IBH Publishers, 1996
- ✓ Locates, C.N. and Atkinson, F.D. : “ Median and Technology for Education and Training” London Charles E : 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
- ✓ Merritt,M.D.(ed):” Instructional Design”, New York,1971
- ✓ Mukhopadhyay, M.Ed.”Educational technology”, New Delhi Sterling,1990
- ✓ Pandey, K.P.: ‘ A first Course in Instructional Tecnology”, New Delhi Sterling, 1990
- ✓ Pandey, K.P.: “ A first Course in 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 Tecnology”, New York: Appleton Century Crofts,1968
- ✓ Vendanayagam E.G.:” Teaching Technology for College Teachers”, New Delhi, sterling Publishers,1988

