

SEMESTER-IV

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
M.A.(EDUCATION) 4TH SEMESTER SYLLABUS AS PER CBCS PATTERN (2016-18)

SEMESTER-IV

(Foundation Course)

16EDF18 COMPARATIVE EDUCATION-II

Time: 3 hours

Credits-5

Max. Marks: 100

(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:-

To enable the students to:

- Orient the students with secondary education in different countries
- Acquaint students with Vocationalisation of secondary education in various countries
- Develop an understanding about higher education in UK, USA and India.
- Understand issues, trends and researches in the area of distance education in various countries
- Explain the educational administration and teacher education in India, UK, USA

COURSE CONTENTS

UNIT-I

- Secondary Education in U.K., U.S.A. & India
- Vocalization of Secondary Education in U.K., U.S.A. & India

UNIT-II

- Higher Education in U.K., U.S.A. & India
- Distance Education – Its concept, needs and various concepts with reference to U.K. , Australia & India

UNIT-III

- Educational Administration in U.K., U.S.A. & India
- Teacher Education in U.K., U.S.A. & India

UNIT-IV

- Modern trends in world education – National and Global.
- Role of U.N.O. in improving educational opportunities among the member countries, various official organs of the U.N.O. and their educational activities.
- Problems prevailing in with special reference to India, Australia, Cuba and Brazil solution through education – Poverty• Unemployment• Population explosion• Hunger• Beggary• Political instability• Economic under-development

SELECTED READINGS

- Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen and Unwin.
- G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH Publishing Co.
- Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace & Company.
- Dent, H.C. (1981). Educational system of England. London: George Allen and Unwon.
- Denis, L. (1986). School curriculum planning. London: Hodder ad Stoughton.
- Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.
- Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul.
- Harold A. & Elsic, J. A. (1957). The curriculum. New York: The MacMillan Company.
- International Encyclopedia of Curriculum. (1991) London: Pergamon Oxford.
- Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU.
- Kandel, I.L. (1963). Studies in comparative education. New York: George Harrup.
- Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt. Ltd.,
- Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New: IGNOU.
- William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart and Winston.

(Core Course)

16EDC19 CONTEMPORARY ISSUES IN INDIAN EDUCATION-II

Time: 3 hours
Credits-5

Max. Marks: 100
(External: 80, Internal: 20)

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2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:-

To enable the students to:

- Develop a critical understanding of the challenges facing Indian Education today
- Get the knowledge of the contemporary issues in Indian Education in global perspectives
- Have a critical understanding of the development of Education as a distinct discipline

COURSE CONTENTS

UNIT-I

- Indian Education Commission 1964-66
- National Policy of Education 1986
- Revised National policy 1992

UNIT - II

- Universalization of Education and related issues such as retention / completion rates in elementary schools.
- Vocationalisation of Education
- Education for girls

UNIT-III

- Education of socially disadvantaged segments such as SC/ST/OBC
- Issues relating to quality in Education and excellence
- Issues relating to social equity providing equality of Educational opportunities

UNIT-IV

- 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

- Govt. of India Ministry of Education. (1959). Report of the National Committee on Women's Education.
- M.H.R.D. (1966). Report of the Education Commission – Education and National Development (1964-1966), Ministry of Education, govt. of India, New Delhi.
- M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi.
- M.H.R.D. Programme of action (1992), Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. (1990). Towards an Enlightened & Humane Society – A Review (NPERC), Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. (1993). Education for all: The Indian Science, Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. (1993). Selected Education study, Ministry of Education, Govt. of India, New Delhi.
- Rao, D.D. (2001). National Policy on Education towards an Enlightened and Human Society. New Delhi: Discovery Publishing House.
- Tiwari, D.D. (1975). Education at the Cross Roads, Chugh publication, Allahbad.

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
M.A.(EDUCATION) 4TH SEMESTER SYLLABUS AS PER CBCS PATTERN (2016-18)

(Core Course)
16EDC20 DISSERTATION

Max. Marks: 100
75Marks (Dissertation)+25Marks (Viva-Voce)

Credits-5

Dissertation will be compulsory for all regular students. The students will be asked to select topic of their dissertation during IIIrd Semester and will prepare a synopsis. They will work under the guidance of a supervisor to be allotted by the chairperson of the Department. The students will submit three copies of Dissertation to the Department by 30th April of the session. The viva-voce will be held on a date to be fixed by the University.

(Core Course)
16EDC21 FIELD WORK

Max. Marks: 100

Credits-5

Field Work will be compulsory for all regular students. They will work under the guidance of a supervisor to be allotted by the chairperson of the Department. The students will submit three copies of Field work file to the Department by 30th April of the session alongwith dissertation. The viva-voce will be held on a date to be fixed by the University. The students have to complete the following tasks:

- i. ICT enabled case study of the institution- 25 Marks
- ii. Administration and scoring of a psychological test – 25 Marks
- iii. Flander’s Interaction analysis- 25 Marks
- iv. Field Work Viva-Voce- 25 Marks

(Core Course)

16EDC22 CURRICULUM STUDIES-II

Time: 3 hours
Credits-5

Max. Marks: 100
(External: 80, Internal: 20)

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- 2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES

After completing the course, the students will be able to:

- Explain the various models of curriculum development and planning
- Describe the need for assessment of need with respect to individual and environment, situational analysis, concept of school readiness, curricular skills etc.
- Elucidate the process of curriculum transaction and evaluation
- Understand the role of NCERT, SCERTs, UGC and NCTE in curriculum designing
- Get knowledge about NCF, 2005 and NCFTE, 2009

COURSE CONTENTS

UNIT-I

- Models of curriculum development and planning
 - Taba's Model of curriculum development
 - Administrative model
 - Grass root model
 - Demonstrative model
 - System analysis model

UNIT-II

- Curriculum planning and designing
- Assessment of need with respect to individual and environment
- Situational analysis
- Selection of content and method
- Concept of school readiness, Basic curricular skills
- Curricular skills related to cognitive domain, Curricular skills related to conative domain Curricular skills related to affective domain
- Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development

UNIT-III

- Curriculum transaction and its evaluation
- Formative and summative evaluation
- Methods of curriculum evaluation and models of curriculum evaluation
- Role of teacher in curriculum evaluation

UNIT-IV

- Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing
- NCF, 2005 and NCFTE, 2009
- Recent developments and research trends in curriculum designing

SELECTED READINGS

- Bobbitt, F. (1918). *The Curriculum*. Boston: Houghton Mifflin. Co.
- Denis, L. (1986). *Social Curriculum Planning*. Sydney: Hodder&Stoughton, London.
- Edward, A. K. (1960). *The Secondary School Curriculum*. New York: Harper and Row Publishers.
- Gakhar, S. C. (2008). *Curriculum Development*. Panipat: N. M. Publishers.
- Goodland, J. (1979). *Curriculum Enquiry – The Study of Curriculum Practices*. New York: McGraw Hill.
- Hamilton, D. (1976). *Curriculum Evaluation*. London: Open Books Publishing Limited.
- Hass, G. (1991). *Curriculum Planning: A New Approach*. Boston: Allyn Bacon.
- Hoer, R. (1971). *Curriculum: Context, Design and Development*. New York: Longmans.
- Lewy, A. (1977). *Handbook of Curriculum Evaluation*. New York: Longman, Inc.
- Lewy, A. (1977). *Studying Curriculum*. Buckingham: Open University Press.
- Oliver, A. (1977). *Curriculum Improvement – A Guide to Problems, Principles and Processes*. New York: Harper and Row.

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
M.A.(EDUCATION) 4TH SEMESTER SYLLABUS AS PER CBCS PATTERN (2016-18)

- Payne, D. A. (1973). *Curriculum Evaluation: Commentaries on Purpose, Process and Product*. Boston: D. C. Heath.
- Pratt, D. (1980). *Curriculum Design and Development*. New York: Harcourt, Brace and Jovanovich.
- Saylor, J. G. & Alexander, W. M. (1960). *Curriculum Planning*. New York: Holt, Rinehart and Winston.
- Socket, H. (1976). *Designing the Curriculum*. London: Open Books Publishing Ltd.
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.
- Tanner, D. & Tanner, L. (1980). *Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). *Curriculum Principles and Foundations*. London: Harper and Row Publishers.

16EDEL23 ELECTIVE OPTION-II

16EDEL23 Opt(i) MANAGEMENT AND ADMINISTRATION OF EDUCATION

Time: 3 hours
Credits-5

Max. Marks: 100
(External: 80, Internal: 20)

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- 1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- 2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:-

To enable the students to:

- Acquaint the students with the concepts of education management along with their significance.
- Help the students to understand educational management as a process at various levels.
- Develop an understanding in students about education and problems of educational trends.
- Help the students to know about resources of education and problems of educational supervision.
- Assist the students to learn about planning and organizing.

COURSE CONTENTS

UNIT-I

- Meaning, Nature, scope, need and functions of Educational Administration.
- Relationship among management, administration, supervision and planning.

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
M.A.(EDUCATION) 4TH SEMESTER SYLLABUS AS PER CBCS PATTERN (2016-18)

- Developments of modern concepts of educational administration from 1900 to present day, Taylorism, Administration as a process, Human relations approach to Administration, Meeting the psychological needs of employees.

UNIT-III

- Specific Trends in Educational Administration- Decision making, Organizational compliance, Organizational Development, PERT, Management by objectives (MBO)
- Meaning, Need and Importance of Leadership
 - Theories of Leadership
 - Styles of Leadership
 - Measurement of Leadership

UNIT-III

- Educational planning- Meaning and Nature, need & Importance of Educational Planning, Problems of Educational Planning, Approaches of Educational Planning
- Kinds of Educational Planning- Institutional Planning, Perspective Planning

UNIT-IV

- Educational supervision: • Meaning and Nature of Educational supervision • Traditional and Modern supervision • Need and function and educational supervision
- Supervision as a: • Service Activity • Process • function
- Planning, Organizing and Implementing Supervisory Programmers. 8 Principles of educational supervision

SELECTED READINGS

- Unruh, A. & Turner, E. (1970). Supervision for change and invocation. New York.
- Bahtanagar, R.P. & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut: R.Lall. Book Depot.
- Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
- Ravishankar, S., Mishra, R.k., & Sharms, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.
- Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publication.
- Sinha, P.S.N. (ed) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.
- Spears, H. (1955). Improving the Supervision of Instruction. N.Y.: Prentice Hall.
- Wiles, K. (1955) .Supervision for Better Schools. N.Y.: Prentice Hall.

16EDEL23 Opt(ii) ECONOMICS OF EDUCATION

Time: 3 hours
Credits-5

Max. Marks: 100
(External: 80, Internal: 20)

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CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
M.A.(EDUCATION) 4TH SEMESTER SYLLABUS AS PER CBCS PATTERN (2016-18)

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- 2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:-

- Acquaint the students with the basic concepts of economics of education.
- Acquaint the students with the concept of education as major determinants of economical development.
- Make the students aware of the productivity of education in economic development.
- Acquaint the students with the concepts, nature, principles and procedures of educational planning.
- Make the students understand the concept of educational planning of educational financing in India.

COURSE CONTENTS

UNIT-I

- ❖ Economics of Education:-• Meaning,• Aims • Scope and Significance
- ❖ Education as consumption or Investment, Difficulties in treating Education as consumption / investment
- ❖ Cost Analysis:-• Cost of Education,• Components of Educational costs, Methods of determining costs, • Problems arising in the application of the concept of cost in education

UNIT-II

- ❖ Educational Planning:-Concept, Needs and Goals of Educational Planning, Principles of Educational Planning, Approaches to Educational Planning, Educational Planning in India since Independence
- ❖ Education and Manpower Planning:-• Concept of Manpower Planning, • Forecasting Manpower needs, • Techniques of Manpower Forecasting, • Limitation of Manpower Forecasting

UNIT-III

- ❖ Human Resource Development:• Education and Economics Development • Indicators of Human Resource Development • Process of Human resource Development • Education and Economics Development
- ❖ Benefit Analysis:• Concept of Cost Benefit Analysis • Private Returns and Social Returns • Measurement of benefits in Education

UNIT-IV

- ❖ Educational Finance • Principles of Financing Education • Methods • Resources • Grant-in aid scheme • Privatization of Education
- ❖ Education and Unemployment • Causes of educated unemployment • Estimating unemployment • Problems of unemployment and education • Effects of educated unemployment on economy • Various remedies and schemes for employment

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
M.A.(EDUCATION) 4TH SEMESTER SYLLABUS AS PER CBCS PATTERN (2016-18)

SELECTED READINGS

- Alex, V. Alexander(1983) Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi, July.
- Blaug, M. (1972)Economics of Education, the English Language Book Society and Penguin Books, England
- Bertrand, Oliver(1992) Planning Human resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi
- Coombs, Philip H. An Hallack J, (1972) Managing Educational Costs UNESCO International Institute of Educational Planning.
- Hallack, J. (1969) the Analysis of Educational Costs & Expenditure, UNESCO, paris
- Harbison, F and Myers Charles, A: Education, manpower and economic growth: Strategies of Human resource Development, Oxford & IBM Publishing Co.
- Kneller, G.F. (1968) Education and Economics Thought, new York, John Wiley and Sons INC.
- Nagpal, S.C. and Mital A.C.(1993) Economics of Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Natrajan, S. (1990) Introduction to Economics of Education, Sterling Publishers, Pvt. Ltd., New Delhi
- Pandit, H.N. (1969) Measurement of Cost Productivity and Efficiency of Education, NCERT.
- Rao, VKRV(1965) Education and Human resource Development, Allied Pubshilers, New Delhi.
- Raza, Moonis(1986), Educational planning, A long Term Perspective, Concept Publishing Company, New Delhi.
- Singh, Baljit(1983)Economics of Indian Education, Meenakshi Prakashan, new Delhi
- Sodhi, T.S. (1990) Economics of Education, New Delhi: Vikas.
- Tilak, J.B.G. (1992) Educational Planning at Grass Roots, Ashish Publishing House, New Delhi.
- UNESCO(1968), Readings in the Economics of Education , Paris, UNESCO Publications.

16EDEL23 Opt(iii) COMPUTER EDUCATION

Time: 3 hours
Credits-5

Max. Marks: 100
(External: 80, Internal: 20)

- *Note:* Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
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- 2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:-

To enable the students to:

- Enable the students to explain the History of Computers
- Enable the students to differentiate between single user & multi user operating system

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
M.A.(EDUCATION) 4TH SEMESTER SYLLABUS AS PER CBCS PATTERN (2016-18)

- Learn about origin of Artificial Intelligence & its applications
- Learn about the application of MS Word & M.S. Excel.

COURSE CONTENTS

UNIT-I

- ❖ Computer Basics- • History of Computers, • Types of Computer, • Flow Diagram of Computer, • Number system: Binary, Decimal, Octal and Hexadecimal
- ❖ Operating System- • Meaning of Operating System, • Need of Operating System, • Types of Operating System-Single User and Multi-User

UNIT-II

- ❖ Artificial Intelligence- • Origin of Artificial Intelligence, • Meaning of Artificial Intelligence, • Applications of Artificial Intelligence, • Artificial Intelligence and Education
- ❖ Application Oriented Information
 - Word Processing and its Creation – M.S. Word
 - Data Bases and its uses : Excel

UNIT-III

- Networking on Computers-Meaning of Networking, Need of Networking, Types of Networking, Use of Networking in Education
- Internet- Meaning of Internet, Internet Tools, E-Mail, Browsers, Visiting Web Sites

UNIT-IV

- Using power point for creating and manipulating of presentations in classroom
- Multi-Media & its usage- Meaning of multi-media, Importance of Multi-Media, Scope of Multimedia, Use of Multi-Media in Education

SELECTED READINGS

- Cox, J. and Urban, P. (1999). Quick courses in Microsoft Office, New Delhi, Galgotia Publications.
- Jain, Satish, (1990). Introduction to Computer Science and Basic Programming, New Delhi, BPB Publications.
- Rajaraman, V., (1996). Fundamentals of Computers, New Delhi, Prentice Hall of India.
- Saxena, S, (1998). A first Course in computers, New Delhi, Vikas Publishing House Pvt. Ltd.
- Sinha, P.K., (2003). Computer Fundamentals:, New York, BPB Publications
- Tanenbaun, A.S., (1998) Computer Networks. New Delhi, Prentice Hall of India.

16EDEL23 Opt(iv) EDUCATIONAL MEASUREMENT AND EVALUATION

Time: 3 hours
Credits-5

Max. Marks: 100
(External: 80, Internal: 20)

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COURSE OBJECTIVES:-

The students will be able to:

- Acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
- Orient the students with tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardizing a test.
- Make the students understand how various requirements of education are measured, evaluated, interpreted and their rules are recorded to help learners.
- Develop the ability to explain and use appropriate statistical techniques and test of significance in measurement and evaluation.

COURSE CONTENTS

UNIT-I

- Educational measurement and Evaluation- Concept, Scope and Need, Levels of measurement
- Evaluation: functions and basic principles of evaluation
- Inter-relationship between measurement and evaluation : use of taxonomic categories of educational objectives

UNIT-II

- Concept and Measurement of the following- Achievement tests, Aptitude tests, Intelligence tests, Attitude and Value scales, Interest inventories
- Tools of measurement & Evaluation- Essay type tests, objectives type tests, Questionnaire and schedule, Inventories, Performance tests

UNIT-III

- Correlation concept, computation and significance of the following: Biserial correlation, Point-biserial correlation, Tetrachoric correlation, Phi-correlation, Partial Correlation, Multiple correlation.
- Analysis of Variance (up to two ways): Concept, assumptions, computation and uses

UNIT-IV

- Characteristics of good measuring Instruments- Reliability, Validity, Norms, Usability
- New trends in Measurement and Evaluation - Grading system: relative merits and demerits of marking and grading Semester , Continuous and comprehensive evaluation, Question banks, Use of computer in evaluation
- Test Standardization- Standard scores: T-score and C-score , Construction and Standardization of an achievement test Norm referenced and criterion referenced tests , Interpretation of test scores and methods of feedback to students

SELECTED READINGS

- Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
- Aggarwal, Y.P. (1998), Statistical Methods: Concepts , Applications and Computation, Sterling, New Delhi
- Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
- Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston
- Anastasi, A (1982), Psychological Testing, Mac Millan, New York
- Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York
- Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, New Delhi
- Freeman, F.S(1965), Theory and Practice of Psychology Testing, Holt Rinehart & Winston, 1965