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**FINAL YEAR 500**

Paper – V Comparative Education MAEDY210

Paper – VI Methodology of Educational Research &  
Statistics MAEDY220

Paper – VII Educational Technology MAEDY230

Paper – VIII Educational Management MAEDY240

Paper – IX Dissertation MAEDY250

**Total Marks: 100**

**Minimum Pass**

**Marks: 40%**

**Internal Assessment: 40 Marks  
Marks**

**University Examination: 60**

**PART – II / FINAL YEAR**

**PAPER – V COMPARATIVE EDUCATION**

**COURSE OBJECTIVES:**

1. To help the students to understand comparative education as an emerging multieducation as discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.

5. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

**COURSE CONTENTS:**

**UNIT I : Comparative Education :**

1. Meaning in terms of looking at it as a new discipline.
2. Scope and major concepts of comparative education.
3. Methods
4. Democracy and Nationalism
5. Area Study

**UNIT II : Factors & Approaches :**

1. Comparative education, factors and approaches geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural.
2. Factors related to – Cross disciplinary approach used in comparative education.

**UNIT III : Modern Trends & UNO :**

- 1) Modern trends in world education – national and global.
- 2) Role of UNO in improving educational opportunities among the member countries, various official organs of the UNO and their educational activities.

**UNIT IV : Comparative Study :**

- 1) A comparative study of the educational systems of countries with special reference to:  
Primary Education USA,  
UK, Russia, India  
Secondary Education USA,  
UK, Russia, India.  
Higher Education USA,  
UK, Russia, India.  
Teacher Education USA,  
UK, Russia, India.

**UNIT V : Problems of Education**

1. Problems prevailing in developing countries with special reference to India, their causes and solution through education.
2. Poverty
3. Unemployment
4. Population explosion
5. Gender Sensitisation.
6. Political instability.

**3) PAPER VI: METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS**

## **COURSE OBJECTIVES**

Enable the students to understand :

- 1) Concept of Research and Educational Research
- 2) The Characteristics of Philosophical, Psychological and Sociological Research in Education.
- 3) The different strategies of Educational Research.
- 4) The Techniques of developing a Research proposal.
- 5) The meaning and Techniques of Samplings.
- 6) The various types of tools of data collections.

## **COURSE CONTENTS:**

### **UNIT I: Concept of Educational Research:**

Meaning of Research & its Need in Education.

Selection and Identification of a problem.

Variables – Dependent, Independent, Extraneous.

Objectives – Primary and Secondary.

Review of a Related literature – its need and importance for a research.

### **UNIT II: Approaches, Tools and Techniques of Research.**

Tools of Research

Interview and Interview Schedule.

Observation and observation schedule.

Questionnaire

Attitude scale

Psychological tests and Inventories

Sociometry

Areas of Educational Research – Teacher Education and psychology of Education.

### **UNIT III : Types of Educational Research :**

Historical

Descriptive Research – Survey and Normative Survey

Experimental Research.

Action Research

Preparation of Research proposal

### **UNIT IV: Research Design:**

Concept of Research Design.

Research methods – Survey, Experimental and Case study.

Population – Sample, Sampling method.

Hypothesis Types

of Hypothesis, characteristics of a good hypothesis.

Data collection – scoring and analysis of data.

Research Report.

### **UNIT V: Statistical Method:**

Frequency Distribution & Graphical Representation.

Measurement of Central tendency – Mean, Median, Mode.

Measures of Variability – S.D., M.D., Q.D.

Correlation – Rank Difference and Product moment method

Chi-square

test and t-test

## **Paper – VII EDUCATIONAL TECHNOLOGY**

### **COURSE OBJECTIVES :**

1. To enable the students teacher to understand about the meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instruction and researches in ET.
5. To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.

### **UNIT – I Concept of Educational Technology**

- Meaning, Nature, Scope and significance of ET.
- Components of ET : Software approach & Hardware approach.
- Types of Educational Technology – Behavioural Technology, Teaching Technology, Instructional Technology, Instructional Design.

### **UNIT – II Communication and Instruction**

- Theory, Concept, Nature, Process, Components, Type, Classroom Communication, Mass media approach in Educational Technology.
- Designing Instructional System.
- Formulation of Instructional objectives
- Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

### **UNIT – III Teaching levels, strategies and methods**

- Memory : Understanding and Reflective levels of teaching
- Teaching Strategies : Meaning, Nature, Functions and Types.
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviours

### **UNIT – IV Programme Instruction**

Linear, Branching, Methatics – Origin and types branching  
Development of the Programmed Instruction Materials.  
Teaching Machine.  
Computer Assisted Instruction.

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### **UNIT – V Educational Technology in formal & nonformal**

## **education·**

Open Learning Systems and Educational Technology.

· Evaluation and Educational Technology.

· Resource and 1998 for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cell

Labs AVRC, EMRC, NIST etc. –their activity for the improvement of teaching learning).

## **PAPER – VIII EDUCATIONAL MANAGEMENT**

### **Course Objectives –**

1. To develop in the student a broad understanding of the influences of behaviour science on educational administration.
2. To impart the knowledge of the principles and theories of educational administration.
3. To acquaint them with the emerging administrative structure in education.
4. To give them knowledge of types of educational administration.
5. To enable them to understand the issue of administration.
6. To provide them with a critical knowledge of supervisory skills, tasks, tools and techniques with reference to administrative, academic and nonacademic activities in educational institutions.
7. To make them aware with the latest researches in education administration.
8. To enable the student to understand the concept of leadership in educational organization.
9. To develop skills in planning and management of educational programme including MIS system at different levels.
10. To enable the students to understand the educational planning at the Centre and State level.
11. To acquaint the student with the concept, importance, principles and procedure of institutional complex planning for the all round development of an institution.

### **COURSE CONTENTS :**

#### **UNIT I : Educational Administration – an introduction**

1. Educational Administration : Meaning, Nature and Status
2. Scope and Function of Educational Administration
3. Organisations : Nature and characteristics of an organisation
4. Organisational Climate : its meaning, Nature and Types.

#### **UNIT II : Development of modern concept of Educational administration**

1. Historical development of Educational Administration
2. Administrative Body and its Functions.
3. Specific Trends in Educational Administration : Such as decision making and organisational compliance.

**UNIT III : Leadership in Educational Organisation**

1. Meaning : Concept and Nature of Leadership
2. Theories of Leadership
3. Criteria of a good leader.

**UNIT IV : Educational Planning**

1. Meaning and Nature of Educational Planning
2. Need for Educational planning in India.
3. Characteristics of Educational Planning.
4. Principles of Modern Educational Planning.

**UNIT V : Education as supervision<sup>1</sup>.**

1. Meaning and nature of supervision.
2. Scope and Function of Supervision.
3. Principles of good supervision.