

# M.ED.

## SYLLABUS REVISED w.e.f. Session 2011-12

The duration of the Course leading to the Degree of Master of Education (M.Ed.) shall be one academic year. In all, there will be seven courses including a Dissertation, which will be compulsory for all students. In addition, there will be Fieldwork for all students.

Theory papers will be of 100 marks each (80 marks for external evaluation and 20 marks for internal assessment). Dissertation will be of 100 marks (75 marks for dissertation and 25 marks for viva voce). Fieldwork will be of 50 marks. External and internal examiners will evaluate Dissertation and Fieldwork jointly. Internal assessment will be based on one class/house test (10 marks), one assignment (5 marks) and one seminar (5 marks) in each paper.

In each theory paper, the candidates will be required to attempt five questions, including one compulsory question of short notes, in three hours.

<b>Paper I</b>	Philosophical & Sociological Bases of Education.	80(External)+20(Internal)=100
<b>Paper II</b>	Advanced Educational Psychology.	80(External)+20(Internal)=100
<b>Paper III</b>	Research Methodology and Statistics in Education.	80(External)+20(Internal)=100
<b>Paper IV</b>	Comparative Education And Curriculum Development.	80(External)+20(Internal)=100
<b>Paper V</b>	<b>Any one of the following:</b>	
(i)	Special Education.	80(External)+20(Internal)=100
(ii)	Educational Measurement and Evaluation.	80(External)+20(Internal)=100
(iii)	Teacher Education.	80(External) +20(Internal)=100
(iv)	Computer Education.	80(External)+20(Internal)=100
(v)	Adult and Continuing Education.	80(External)+20(Internal)=100
(vi)	Environmental Education.	80(External)+20(Internal)=100
(vii)	Value Education and Human Rights.	80(External)+20(Internal)=100
(viii)	Distance Education.	80(External)+20(Internal)=100
<b>Paper VI</b>	<b>Any one of the following:</b>	
(i)	Management and Administration of Education.	80(External)+20(Internal)=100
(ii)	Educational Technology.	80(External)+20(Internal)=100
(iii)	Educational and Vocational Guidance.	80(External) +20(Internal)=100
(iv)	Mental Hygiene and Education.	80(External)+20(Internal)=100
(v)	Economics of Education and Educational Planning.	80(External)+20(Internal)=100
(vi)	Advanced Statistical Methods in Education.	80(External)+20(Internal)=100
(vii)	Yoga Education.	80(External)+20(Internal)=100
<b>Paper VII</b>	<b>Dissertation and Fieldwork</b>	100(Dissertation)+50(Field Work)=150

**Model Paper**

(For M.Ed. / M.A. / (Previous) Education / M.Ed. / (Special Education) w.e.f. May/ Dec/ 2003 Examinations)

Max. Marks:80

Time: 3 hours

Note:

- i) Attempt 5 questions in all.
- ii) Question No. 1 is compulsory.
- iii) Attempt 4 more questions, selecting one question from each of the remaining four units.

**COMPULSORY**

1. Write short notes on the following:

- a.
- b.
- c.
- d.
- e.

16(4x4)

	<b>UNIT-I</b>	
2.	.....	16
	or	
3.	.....	16
	<b>UNIT-II</b>	
4.	.....	16
	or	
5.	.....	16
	<b>UNIT III</b>	
6.	.....	16
	or	
7.	.....	16
	<b>UNIT IV</b>	
8.	.....	16
	or	
9.	.....	16

**Instructions for Paper Setter**

Paper setter will set 9 questions in all out of which students will be required to attempt 5 questions Q. No. 1 will be compulsory and it will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus. 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.

**M.Ed.**

**Paper I: PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

This paper aims at developing the following competencies:

1. Undertaking the nature and functions of philosophy of education.
2. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumption about educational phenomena.
3. Understanding and use of Philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers.
5. Critical appreciation of issue relating to social change, determinants of social change, equity and equality of educational opportunity, constitutional provisions national integration and international undertaking with the help of philosophical and sociological insights paradigms appropriately

**COURSE CONTENTS**

**UNIT –I**

1. Meaning and function of Educational Philosophy, Relationship of Education and Philosophy.
2. Indian Schools of Philosophy – Vedanta, Sankhya, Buddhism with special references to the concept of reality, knowledge and values and their educational implications.
3. Contributions of Indian Thinkers: - Vivekananda, Aurobindo, Tagore and Gandhi.

**UNIT – II**

4. Western schools of Philosophy: - Idealism, Realism, Naturalism, Pragmatism, and Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of education.
5. Modern Concept of Philosophy:- Logical analysis, logical empiricism and positive relativism.

**UNIT- III**

6. Concept and Nature of Educational Sociology and Sociology of Education, Relationship of Sociology and Education.

7. **Education and Social Change** Meaning, Nature and Factors determining Social change, Constraints of social change in India: Caste, Ethnicity, class, language, religion and regionalism.
8. **Education and Democracy** Constitutional Provisions for Education, Nationalism and Education; Education for National Integration and International Understanding

#### **UNIT-IV**

##### **Educational and Social Mobility**

9. Education as related to Social Stratification and Social Mobility.
10. Education as related to Social Equity and Equality of Educational Opportunities.
11. Education of Socially and Economically Disadvantaged sections of society with special reference to scheduled castes and scheduled tribes, women and rural populations.
12. Education; Economic Growth and Development: Concept of education as investment; education and modernization; education in the local and global perspectives: implications of globalization for system of education.

## SELECTED READINGS

1. Baskin, Wade, Classics in Education, Vision Press London, 1966.
2. Brubacher, John S. Modern Philosophies of Education, Tata McGraw Hill New Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Krieger, New York, 1977.
4. Butler, J.D. Idealism in Education, Harper and Row, New York, 1966.
5. Dewey, John. Democracy and Education, MacMillan, New York, 1966.
6. Dupuis, A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
7. Kneller, George F. Foundations of Education John Wiley and Sons, 1978.
8. Morris, Van C. Existentialism in Education What it Means. Haper & Row, New York, 1966.
9. Pandey, R.S. An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. Pandey, K.P. Perspectives in Social Foundations of Education. Amitash Prakashan, Ghaziabad, 1983.
11. Havighurst, Robert et al. Society and Education. Allyn and Bacon, Boston, 1995.
12. Gore, M.S. Education and Modernization In India. Rawat Publishers, Jaipur, 1984.
13. Kamat, A.R. Education and Social Change In India. Samaiya Publishing co., Bombay, 1985.
14. Maunheim, K. et al. An Introduction to Sociology of Education Routledge and Kegan Paul, London, 1962.
15. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
16. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
17. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
18. Mossish, loor, Sociology of Education : An Introduction, George Allen and Unwin, London, 1972.
19. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
20. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi, 1969.

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**PAPER II: ADVANCED EDUCATIONAL PSYCHOLOGY**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

1. To enable the student to understand concepts and principles of Educational Psychology as an applied science.
2. To outline the scope of educational psychology.
3. To describe the process of growth and development.
4. To understand different theories of learning.
5. To explain the process of adjustment.
6. To understand the methods of personality assessment.
7. To understand the concept of personality.

**COURSE CONTENTS**

**UNIT-I**

1. Relationship of Education & Psychology, Scope of Educational Psychology  
Methods of Educational Psychology:-
  - Experimental
  - Clinical
  - Differential
2. **Concept of Growth and Development**
  - Physical Development during Childhood and Adolescence.
  - Social Development during Childhood and Adolescence.
  - Emotional Development during Childhood and Adolescence.
  - Intellectual Development during Childhood and Adolescence.

**UNIT-II**

3. **Individual Differences**
  - Meaning and Areas
  - Determinants: Role of Heredity and Environment in Developing Individual Differences.
  - Implications of Individual Differences for Organizing Educational Programmes.
4. **Gifted and Mentally Retarded**
  - Meaning and characteristics
5. **Creativity**
  - Concept of Creativity.

- Characteristics.
- Role of Teacher in Igniting and Developing Creativity.
- Importance of Creativity in Education.

### UNIT-III

#### 6. Intelligence

- Meaning
- Theories: Two Factor theory (Spearman); Multi Factor Theory, Group Factor Theory, Guilford Model of Intellect, Hierarchical Theory.
- Measurement of Intelligence (two verbal and two non verbal tests)

#### 7. Personality

- Meaning and Determinants
- Types and Trait Theories
- Assessment of Personality by Subjective and Projective Methods.

### UNIT-IV

#### 8. Learning

- Meaning
- Theories of Learning
  - Pavlov's Classical Conditioning
  - Skinner's Operant Conditioning
  - Comparison between Classical Conditioning and Operant Conditioning
  - Learning by Insight

#### 9. Hull's Reinforcement Theory

- Lewin's Field Theory
- Gagne's Hierarchy of Learning Types
- Factors Influencing Learning

#### 10. Motivation

- Concept of Motivation
- Theories of Motivation:
  - Physiological Theory
  - Psycho – analytical theory.
  - Murray's Need Theory.
  - Maslow's Theory of Hierarchy of Needs.
  - Theory of Achievement Motivation.
- Factors affecting Motivation

## SELECTED READINGS

1. Abramson, Paul R.; 'Personality', New York: Holt Rinehart and Winston, 1980.
2. Allport, G.W. : 'Personality', New York: Holt, 1954
3. Allport G.W.: 'Pattern and Growth in Personality', New York: Rinehart and Winston, 1961.
4. Andrews, T.W. (Ed.): 'Methods in Psychology', New York: John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R. Charles, Don, C.: 'The Psychology of Human Growth at Development', New York: Holt, Rinehart and Winston, Inc., 1962.
6. Baum, A., Newman, S., West R., & Mc Manus, C. 'Cambridge Handbook Psychology, Health & Medicine', Cambridge: Cambridge University Press 1997.
7. Colemn, J.C.: 'Abnormal Psychology and Modern Life', Bombay: D. Taraporewala Sons&Co., 1976
8. Dicaprio, N.S.: 'Personality Theories', New York: Harper, 1974.
9. Douglas, O.B. Holl, and B.P.: 'Foundations of Educational Psychology', New York: The Mac Millan Co., 1948
10. Gagne, R.M.: 'The Conditions of Learning', New York, Chicago: Holt Rinehart and Winston, 1977.
11. Gates, A.T. et. al: 'Educational Psychology', New York: Mac Millan, 1963.
12. Hilgard, E.R.: 'Theories of Learning', New York: Appleton Century Crafts.
13. Kundu, C.L.: 'Educational Psychology', Delhi Sterling Publishers, 1984.
14. Kundu, C.L.: 'Personality Development: A Critique of Indian Studies', Vishal Publishers, 1976
15. Kundu, C.L. & Tutoo, D.N.: 'Educational Psychology', New Delhi: Sterling Publishers Private Limited, 1988.
16. Shankar Udey: 'Development of Personality', 1965.
17. Talbott, J.A., Hales, R.E. & Yodofsky, S.G. 'Textbook of Psychiatry', New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
18. Thorpe, G.L. & Olson, S.L. 'Behaviour Therapy, Concepts, Procedures and Applications', London: Allyn Bacon, 1999.

## M.Ed.

### Paper III: RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION

Time: 3 hours

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.

- 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.
- 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.

### COURSE OBJECTIVES

To enable the student to develop:

1. Inquisitive mind and spirit of inquiry.
2. Ability to comprehend the role of research in the theory and practice of education.
3. Competency to plan, execute and report research.
4. Capability to apply research findings in educational practice.
5. Ability to computation of various statistical measures.
6. Practical orientation involving selection of appropriate data analysis techniques.
7. Ability to explain and illustrate the concept and applications of some tests of significance.

### COURSE CONTENTS

#### UNIT-I

##### 1. Nature and Scope of Educational Research:

- Scientific inquiry, scientific method, nature and sources of knowledge.
- Meaning, Nature, Need and Scope of Educational Research.
- Fundamental, Applied and Action Research.
- Some emerging trends in educational research.

##### 2. Formulation of Research problem:

- Criteria and Sources for identifying research problem
- Delineating and operationalising variables.
- Review of Related Literature: Importance and various sources including internet.
- Hypothesis: Concept, characteristics of a good hypothesis sources and types of hypothesis.

##### 3. Sampling:-

- Concept of population and sample
- Steps and characteristics of a good sample
- Sampling errors and how to reduce them
- Various methods of sampling: Probability and non-probability

## UNIT-II

### 4. Tools and Techniques of Data Collection:

- Characteristics of a good research tool
- Types, characteristics and uses of research tools: Questionnaire, Interview, Observation.

### 5. Descriptive Statistics:

- Nature of educational data, Scales of measurement
- Measures of Central Tendency : Mean, Median and Mode
- Measures of Dispersion: Range, Quartile Deviation, Average Deviation, Standard Deviation.
- Measures of Relative Position: Percentiles and Percentile Ranks

## UNIT-III

### 6. Major Approaches to Research:

- Descriptive research, Ex-post facto research
- Historical research
- Experimental research: Experimental Designs.
- Brief description of Qualitative Research

### 7. Research Report:

- Developing a research proposal (synopsis)
- Research Report: Characteristics and Steps in report writing.

### 8. Measures of Relationship and NPC:

- Meaning, Assumption, Computation and uses of:
  - Product Moment Correlation
  - Rank Difference Correlation
  - Normal Probability Curve: Meaning, Characteristics and its application

(i) Determination of the percent of cases with in given limits of scores.

(ii) Determination of limit of scores which include given % of cases.

- Skewness and Kurtosis.

## UNIT-IV

### 9. Inferential Statistics:

- Null hypothesis, Type I and Type II errors, one and two tailed tests
- Standard error, Confidence limits.
- t-test: Significance of difference between Means, Proportions and Percentages (Independent Samples)
- F-test: One way ANOVA – Concept, assumption, Computation and uses.

## **10. Non-Parametric Tests:**

Chi- square Tests of Equality and Independence: Concept, Computation, and uses.

### SELECTED READINGS

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
2. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra
3. Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
4. Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
5. Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
6. Forguson, George A (1976), Statistics Analysis in Psychology and Education, Me Graw Hill, New York.
7. Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
8. Good; C.V. and Douglas, E, Scates (1954), Methods in Social Research, Me Graw Hill, New York.
9. Guilford, J.P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, Me Graw Hill, New York.
10. Kerlinger, F.N. (1973), Foundation of Bahavioural Research, Holt, Rinehart and Winston, New York.
11. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
12. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
13. Mcmillion, James H. and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
14. Mouly, A.J. (1963), The Science of Educational Research, Euroasia, New Delhi.
15. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
16. Siegel, S. (1986). Non-parametric Statistic, Mc Graw Hill, New York.
17. Travers, R.M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
18. Van Delen, D.B. (1962), Understanding Educational Research, Me Graw Hill, New York.
19. Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.

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### **Paper IV: COMPARATIVE EDUCATION AND CURRICULUM DEVELOPMENT**

Time: 3 hours

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.

- 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.
- 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.

#### **COURSE OBJECTIVES**

1. To acquaint the student with educational systems in terms of factors and approaches of comparative education.
2. To orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trends in those countries.
3. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
4. To enable the students to develop an understanding about important principles of curriculum construction.
5. To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
6. To help students to understand issues, trends and researches in the area of curriculum in India.

#### **COURSE CONTENTS**

##### **UNIT-I**

1. Concept, aims and scope of Comparative Education.
2. Factors influencing education system.
3. Approaches to comparative education: Historical, Philosophical, Sociological and Problem Approach.

##### **UNIT-II**

4. Elementary Education: Concept of Universalization, its implications for Indian education, District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA). Primary education in U.S.A., U.K. and India (Aims, Content, Methods of instruction and Evaluation system.
5. 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**

6. Higher Education in U.S.A., U.K. and India.
7. Distance Education: its needs and various concepts with reference to U.K., Australia and India.
8. Educational Administration in U.K., U.S.A. and India.

#### **UNIT-IV**

9. Curriculum: Concept, Factors affecting Curriculum Development: Philosophical, Psychological, Sociological and Discipline Oriented Considerations.
10. Curriculum Development, Different Models: Administrative, Grass Root, Demonstration and System Analysis.
11. 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**

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. Craner, I.F. & Brown. G.S. ;Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.
4. Denis Lawten. School Curriculum Planning Hodder and Stoughton. London, 1986.
5. Dent, H.C. Educational System of England. George Allen and Unwin, London, 1981.
6. Edward, A. Krug. The Secondary School Curriculum, Harper and Row Publishers, New York, 1960.
7. Hans, Nicholas. Comparative Education. Routledge and Kegan Paul, London, 1961.
8. Harold Albery. Re-organizing the High School Curriculum. MacMillan Company, New York, 1957.
9. Harold, B.Albery & Elsic, J. Albery. The Curriculum. The MacMillan Company, New York. 1963.
10. Hugh Sockelt. Designing the Curriculum. Open Books, London, 1976.
11. Ivor, K.Davies. Objectives in Curriculum Design. McGraw Hill, London, 1976.
12. John, D. McNeil. Curriculum. Little Brown and Company, Boston, 1977.
13. Joseph, Leese. The Teacher in Curriculum Making. Harper and Brothers Publisher, New York, 1961.
14. Kandel, LL. Studies in Comparative Education. George Harrup, New York, 1963.
15. King, E.J. Other Schools and Ours. Holt, Rinehart and Winston, New York, 1959.
16. William, M. Alexander. Planning Curriculum for schools. Holt, Rinchart and Winston, New York, 1966.

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**Paper V (Option i): SPECIAL EDUCATION**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

To make the students:

1. Understand the concept of Exceptional Children.
2. Know about the meaning and scope of special education in India.'
3. Grasp the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional children.
4. Identify various types of Exceptional children.
5. Acquaint with the various types of handicaps and their causes.
6. Provide guidance in handling of exceptional children.
7. Understand various educational intervention programmes for meeting the needs of exceptional learners.

**COURSE CONTENTS**

**UNIT – I**

1. **Concept of Exceptionality:**
  - Positive, Negative and Multiple deviations
  - Needs and Problems of Exceptional Children
2. **Nature of Special Education**
  - Objectives
  - Historical Perspective
  - Continuum of Special Education alternatives/ Programmes
  - Integrated / Inclusive Education.

**UNIT-II**

3. **Education of Orthopaedically Handicapped**
  - Concept
  - Types of Handicap
  - Characteristics
  - Educational Programmes
4. **Education of Mentally Retarded**
  - Concept
  - Classification

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

**5. Mental Health and Mental Hygiene.**

- Concept of Wholesome and abnormal personality
- Concept of Mental Hygiene
- Aspect of Mental Hygiene.

**UNIT –III**

**6. Education of Visually Impaired**

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

**7. Education of Hearing Impaired**

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

**8. Education of Learning Disabled**

- Characteristics
- Types
- Identification
- Educational and Intervention Programmes

**UNIT- IV**

**9. Education of Gifted, Creative & Juvenile delinquents**

- Characteristics
- Identification
- Problems
- Educational Programmes

**10. Guidance and Counseling for Exceptional Children**

- Meaning and Need
- Role of Teacher and other Specialists.

### SELECTED READINGS

1. Bernard H.W. Mental Hygiene for Class-room Teachers, McGraw Hill Book, Co,1952
2. Bender W. N. Learning Disability, Allyn & Bacon, London, 1995
3. Berdine W.H. & Blackhurst Q.E. (eds.), An Introduction to special Education, Harpers Collins Publishers, Boston, 1980
4. Crow and Crow. Mental Hygiene, McGraw Hill Book Co. New York, 2009
5. Dunn, L. & Bay, D.M. (Ed.): Exceptional Children in the Schools, Holt, Rinehart, Winston,New York, 2008
6. Hallahar D.P. & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusets, 1991
7. Hewett frank M. & Foreness Sreven R., Education of Exceptional Learners, Allyn & Bacon, Massachusets, 1984
8. Jordern, Thomas E. The Exceptional Child, Ohio: Merril, 2007
9. Kirk S.A. & Gallagher J.J. Education of Exceptional Children; Houghton Miffin Co., Boston, 2008
10. Magnifico, L.X.: Education of the Exceptional Child, New York, Longmen, 1958
11. Shanker, Uday: Exceptional Children, Sterling Publisher, New Delhi, 1976
12. Singh, N.N. and Beale, I.L. (eds.) Learning Dishabilles – Nature, Theory and Treatment, Springer – Verlag, New York, Inc: 1992
13. Smith, C.R. Learning Disabilities- The Interaction of Learner, Task and setting Allyn & Bacon, Massachusets, 1991
14. Strange , Ruth: Exceptional Children & Youth,J.J.: Prentice Hall, New Delhi, 2004

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**Paper V (opt. ii): EDUCATIONAL MEASUREMENT AND EVALUATION**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
2. To orient the students with tools and techniques of measurement and evaluation.
3. To develop skills and competencies in constructing and standardizing a test.
4. To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
5. To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

**COURSE CONTENTS**

**UNIT-I**

1. **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.
2. **New Trends in Measurement and Evaluation**
  - Grading System: Relative merits and demerits of marking and grading.
  - Semester system
  - Continuous and comprehensive evaluation
  - Question banks
  - Use of computer in evaluation

**UNIT-II**

3. **Tools of Measurement & Evaluation**
  - Essay tests, objectives type tests
  - Questionnaire and Schedule

- Inventories
- Performance tests

**4. Characteristics of a Good Measuring Instruments**

- Concepts of True and Error scores
- Reliability
- Validity
- Norms
- Usability

**UNIT-III**

**5. Test Standardization**

- Norms referenced and criteria referenced tests.
- Standard scores, T-scores and C-scores
- Construction and Standardization of an achievement test
- Interpretation of test scores and methods of feedback to students

**6. Analysis of Variance**

- Analysis of variance (upto two ways): Concept, assumptions, computation and uses.

**UNIT-IV**

**7. Concept and Measurement of the following**

- Achievement tests
- Aptitude tests
- Intelligence tests
- Attitude and Value scales
- Interest inventories

**8. Correlation**

Concept, computation and significance of the following:

- Biserial Correlation
- Point-biserial Correlation
- Tetrachoric correlation
- Phi- coefficient
- Partial correlation
- Multiple correlation

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13. Mehrens, W.A., and Lehman, I.J. (1984), Measurement and Evaluation in Education and Psychology, Holt, Rinehart and Winston, New York.
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**M.Ed.**  
**Paper V (Opt. iii) TEACHER EDUCATION**

Time: 3 Hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

To enable the students to understand about the:

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Teaching profession and types of teacher education programmes.
3. Development of teacher education curriculum in India.
4. Different competencies essential for a teacher for effective transaction.
5. Research in various areas of teacher education.

**COURSE CONTENTS**

**UNIT-I**

- Teacher Education: Concept and Historical perspective
- Recommendations of various commissions on teacher education with special reference to:-
  - University Education Commission(1948-49)
  - Mudaliar Commission (1952-53)
  - Kothari Commission (1964-66)
  - National Policy on Education (1986)
  - Revised Policy (1992)
- Aims and objectives of teacher education at
  - Elementary level
  - Secondary level
  - College level

**UNIT-II**

- Teaching as a profession
- Professional organization for various levels of teachers and their role
- Future of teaching as a profession
- Faculty improvement programmes
- Performance appraisal of teachers
- Internship in teacher education
- Pre service teacher education

- In service teacher Education

### **UNIT-III**

- Distance Education and Teacher Education
- Orientation and refresher courses
- Preparing teacher for special schools
- Implementation of curricula of teacher education at various levels.
- Various agencies of teacher Education
- Current problems of teacher education and practicing schools
- Teacher education and other institutions.

### **UNIT-IV**

- (a) Instructional Strategies in Teacher Education
  - Lecture Strategy
  - Discussion
  - Brain storming
  - Supervised study
  - Individualized study
  - Simulation
  - Action research
- (b) Areas of Research in Teacher Education with special emphasis on:
  - Teacher effectiveness
  - Criteria of admission
  - Modification of teacher behavior
  - School effectiveness

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**M.Ed.**  
**Paper V (Option iv): COMPUTER EDUCATION**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

1. To make students aware about fundamentals of computer hardware and software.
2. To develop capability in students to use computers for teaching-learning activities.
3. To use computers for collection and dissemination of information throughout the world.

**COURSE CONTENT**

**UNIT –I: Computer Basics**

- History of Computers: types of computers, Flow diagram of computer. Number System
- Operating system: meaning, need and types, single user and multi user.
- Artificial Intelligence and education.

**UNIT-II: Net working and Internet**

- Computer networking and education, internet, internet tools, e-mail
- Browser (Basics)
- Visiting Web sites

**UNIT-III: Application Oriented Information**

- Word Processing and its creation: Ms Word
- Data Bases and its uses Excel.
- Using power point for creating and manipulation of presentative in classroom.

**UNIT-IV: Educational Multimedia**

- Multimedia-meaning and its scope
- Multimedia tools
- Use of Multimedia in Education.

### **SELECTED READINGS**

1. Cox, J. and Urban, P. "Quick Course in Microsoft Office. Galgotia Publications, New Delhi, 1990
2. Jain, Satish: "Introduction to Computer Science and Basic Programming." BPB Publications, New Delhi, 1990
3. Rajaraman, V., "Fundamentals of Computers", Prentice Hall of India, New Delhi, 1996
4. Saxena, S., "A First Course in Computers", Vikas Publishing House Pvt. Ltd., New Delhi, 1998.
5. Sinha, P.K." Computer Fundamentals: BPB Publications, New Delhi, 1990.
6. Taneenbaum, A.S. " Computer Networks", Prentice-Hall of India, New Delhi, 1998.

**M.Ed.**

**Paper V (v) ADULT AND CONTINUING EDUCATION**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

Making the students to:

1. Understand the basic concept of Adult Education.
2. Understand the developments taking places in the fields of adult education in India.
3. Understand the appropriate methods of teaching adults.
4. Understand the major problems confronting Adult Education in India.
5. Obtain the understanding and information to organize Adult Education centre.
6. Understand the working of different agencies in continuing Adult Education Programme.
7. Use of different techniques of evaluation in Adult Education.
8. Understand the methods and strategies of implementation of Adult Education Programme.

**COURSE CONTENTS**

**UNIT-I**

1. Concepts, need, importance, objectives and scope of adult education, Distinction between.
  - a. Formal, informal and non-formal education
  - b. Traditional Literacy and functional literacy
2.
  - a. Different approaches to providing literacy – mass approach, selective approach and campaign approach.
  - b. Post- Literacy activities for neo-literates literature for neo-literates.
  - c. Problem of Drop-out and problem of relapse into illiteracy in the Indian context.

**UNIT- II**

3. National Policy on Education and Adult Education, National Literacy Mission, Jan Shikshan Nilayams.
4. Adult Learning – Characteristics of Adult Learners, Motivating Adults for Learning.
5.
  - a. Methods of Teaching Literacy – Traditional Method, Zero Method, Alphabetic, Integrated literacy Method, Naya Severa Method and Ansari Method.
  - b. Methods of Adults Education – Lecture, Discussion and Demonstration.
  - c. Training of Adult Education Functionaries.

### **UNIT- III**

6. The role of Mass Media (Radio, T.V. Films and Newspaper) in Adult Education and problems with regard to coverage.
7. Agencies of Adult Education- Central Govt., State Govt. Sharmik Vidyapeeths, State Resource Center, Universities, Voluntary Organizations.

### **UNIT –IV**

- 8.a. Success Stories of Literacy Campaigns of following countries.
  - Cuba (Cuban Mass Literacy Campaign)
  - Brazil (Brazilian Literacy Movement)
  - Tanzania (Tanzanian Mass Literacy Campaign), and
  - Vietnam (Mass Literacy Campaign in Socialist Republic of Vietnam)
- b. Problems of Adult Education
9. Research Priorities in Adult Education.
10. Evaluation Procedure in Adult Education, Types of Evaluation; Formative and Summative Evaluation.

### **SELECTED READINGS**

1. Bordia, Anil, J.R. Kidd & J.A. Draper Adult Education in India – A book of Readings, Bombay : nachiketa (eds.) Publications Ltd., 1973.
2. Bhatia, S.C. & Srivastava : Literacy, Literacy Materials and their preparation: A General perspective, New Delhi: Directorate of Adult Education, 1978
3. Bhola, H.S. Campaigning for Literacy – Eight National Experiences of the Twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
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24. Styler, W.E.: Adult Education in India, Bombay: Oxford University Press, 1996.
25. Yadav, R.S. : Adult Education – Concept, Theory and Practice, Associated Publishers, Ambala Cantt.

**M.Ed.**

**Paper V (opt. vi): ENVIRONMENTAL EDUCATION**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

1. To make student teachers understand about the concept, importance, scope and aims of environmental education.
2. To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient student teachers with various components of environment for preparing a curriculum for environmental education.
4. To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
5. To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

**COURSE CONTENTS**

**UNIT—1**

1. Introduction to Environmental Education:- concept, importance and scope.
2. Aims and objectives
3. Guiding Principles and Foundations
4. Relationship between man and environment
5. Sociological and Psychological Perspectives
6. Environmental hazards
7. Environmental pollution: physical, air water, noise, chemical

**UNIT—II**

8. Extension of flora & fauna, deforestation, soil erosion.
9. Need for Conservation, preservation and protection of Rich environmental heritage.
10. Features of curriculum for environmental education
11. Special nature of curriculum on environmental education.

12. Programme of environmental education for primary, secondary and higher education institutions.

### **UNIT-III**

13. Concept of environment and eco-system.
14. Natural systems, earth & Bio-sphere, a biotic and biotic components
15. Natural resources, abiotic resources.
16. Human systems – human beings as part of environment, human adaptations to environment, population and its effects on environmental resources.
17. Systems – Industrial growth, Technological and scientific growth, Technological inventors and their impact on the environmental system.
18. Methods and approaches of environmental education.

### **UNIT-IV**

19. Strategies and approaches of environmental education.
20. Treating environment education as a separate subject, topical units.
21. Integration and interdisciplinary approaches.
22. Methods – discussion, seminar, workshop, dialogue, problem solving, field surveys, projects and exhibition.
23. Role of media, print, films and T.V.
24. Comparative study of environmental projects from various countries.

### **SELECTED READINGS**

1. Daubenmire, R.F. (1974) *Plants & Environment* – 3<sup>rd</sup> Edition, John Wiley, New York.
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24. Zelinsky, Wilber (1986) A Protogue to Population Geography, New Jersey, Englewood Cliffs.

## M.Ed.

### Paper V (opt. vii): VALUE EDUCATION AND HUMAN RIGHTS

Time: 3 hours

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.

- 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.
- 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.

#### COURSE OBJECTIVES

1. To understand the need and importance of Value Education.
2. To understand the need and importance of Human Rights.
3. To study the nature and types of values and human rights.
4. To acquaint the students with the basis of values in the Context of emotion, reason and action.
5. To understand the process and stages of value development.
6. To acquaint the students with the application of various strategies of value development and human rights.

#### COURSE CONTENTS

##### UNIT-I

###### (a) The Socio-cultural-moral and spiritual context.

1. Need and importance of Value Education and Human Rights.
2. Indian culture and human values.
3. Indian constitution and Human Rights.

###### (b) Conceptual framework of Value Education.

1. Meaning, nature and scope of education.
2. Objectives of value education.
3. Types – competent, instrumental, terminal, extrinsic & intrinsic values; hierarchy of values; dysfunctionality of values.
4. Basis of values: Philosophical, Psychological and socio-cultural.

##### UNIT-II

###### Content of value education

1. Competency based values – subject wise (languages, social services, Sciences / Maths, etc)
2. Co- curricular activity based values – social, moral, aesthetic and spiritual values.
3. Human values in the context of Indian Culture – truth, love, peace, righteousness, non-violence.

### **UNIT-III**

#### **Theories, Models and Approaches of Value Development:-**

1. Theories of Value Development
  - Psycho- analytic
  - Learning theory – social leaning
  - Cognitive development – Piaget and Kohlburg
2. Models of Value Development
  - Value Analysis
  - Inquiry
  - Social Action
3. Approaches
  - Direct and Indirect Approach
  - Integrated Concurrent Approach (ICA)

### **UNIT-IV**

#### **Education for Human Rights**

1. Meaning and objectives of Human Rights Education.
2. Content of Human Rights Education – Women Rights, Labour Rights, Consumer Rights, etc.
3. Obstacles and barriers in implementing Human Rights.

#### **SELECTED READINGS**

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2. Guber, F.C. Aspects of Value. University of Pennsylvania Press, Philidelphia, 1963.
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7. Mujeeb, M. Education and Traditional Values. Meenakshi Prakashan, Meerut, 1965.
8. Mukerjee, R.K., Social Structure of Values. S. Chand and Co., New Delhi, 1969.
9. Rokeach, M. The Nature of Human Values, Jessy Brass, New York 1978.

**M.Ed.**  
**Paper V (opt. viii) DISTANCE EDUCATION**

Time : 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

1. To orient student with the nature and need of Distance Education in the present day Indian Society.
2. To expose students to different kinds of information and communications Technologies (ICT) and enable them to be familiar with their use in teaching-learning process.
3. To enable student to understand various modes of Students support Services(SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
4. To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

**COURSE CONTENT**

**UNIT-I**

1. Distance Education and its development
  - a) Some definitions and teaching learning components
  - b) Need and characteristics features of Distance Education
  - c) Growth of Distance Education
  - d) Distance teaching learning systems in India

**UNIT-II**

2. Intervention strategies at distance
  - a) Information and Communication Technologies and their application in Distance Education.
  - b) Designing and preparing self-instructional material
  - c) Electronic media (T.V.) for Education
  - d) Distance Education

**UNIT-III**

3. Learning at a distance
  - a) Student-support-services in Distance Education and their management
  - b) Technical and vocational programmes through Distance Education
  - c) Programmes for Women through Distance Education
  - d) Distance Education and Rural Development.

#### UNIT-IV

4. Quality Enhancement and Programme Evaluation
  - a) Quality assurance of Distance Education
  - b) Mechanisms for maintenance of standards in Distance Education
  - c) Programme evaluation
  - d) Cost-analysis in Distance Education –Concept, need and process
  - e) New Dimensions in Distance Education – promises for the future.

#### SELECTED READINGS

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2. Bates, A.V. (1995), Technology, Open Learning and Distance Education, Routledge, New York.
3. Bhatnagar, S. (1997), Distance Education – A System under Stress, Concept Publishing, New Delhi.
4. Collis, Bettey, Dand Moonan, Jeff (2001), Flexible Learning in a Digital World: Experiences & Expectations, Kogan, London.
5. Doddas Tony (1983), Administration of Distance Teaching Institutions, Cambridge, International Extension College, London
6. Forsyth, Ian (2001), Teaching and learning, Materials and the internet, 3<sup>rd</sup> (Ed.), Keegan Page Ltd. London.
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11. Jenkins, Janet (1985) Course Development : A Manual for Editors of Distance Teaching Materials, International Extension College, London.
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22. Simpson, O. (2000) Supporting Students in Open and Distance Learning, Kogan Page London.
23. Stephenson, J.(Ed.) (2001) Teaching and Learning Online Kogan Page, London.

**M.Ed.**  
**Paper VI (opt. i): MANAGEMENT AND ADMINISTRATION OF  
EDUCATION**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at various levels.
3. To develop an understanding in students about education and problems of educational trends.
4. To help the students to know about resources of education and problems of educational finance.
5. To assist the students to learn about planning and organizing supervisory programmes in educational institutions.

**COURSE CONTENTS**

**UNIT-I**

1. Meaning, Nature and Scope of Educational Administration, Relationship among management, administration, supervision and planning.
2. Development of modern Concept of Educational Administration from 1900 to present day.
  - Taylorism
  - Administration as a process.
  - Human relations approach to Administration.
3. Meeting the Psychological Needs of Employees.

**UNIT-II**

4. Specific Trends in Educational Administration:-
  - Decision Making
  - Organizational Compliance
  - Organizational Development

- PERT
5. (a) Meaning and Nature of Leadership  
(b) Theories of Leadership
  6. (a) Styles of Leadership  
(b) Measurements of Leadership

### **UNIT-III**

7. (a) Meaning and Nature of Educational Planning.  
(b) Approaches to Educational Planning
8. (a) Perspective Planning  
(b) Institutional Planning

### **UNIT-IV**

9. Meaning and Nature of Educational Supervision, Supervision as a :  
(a) Service Activity  
(b) Process  
(c) Function
10. (a) Modern Supervision and Functions of Supervision.  
(b) Planning, Organizing and Implementing Supervisory Programmes.

### **SELECTED READINGS**

1. Harbison, I.F. (1967). Educational Planning and Human Resource Development. Paris : UNESCO.
2. Harding, H. (1987), Management Appreciation London: Pitman Publishing.
3. Hatehy, H.J. (1968). Educational Planning, Programming, Budgeting – A Systems Approach, New Jersey : Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983). Educational Administration – An Introduction. N.Y. : MacMillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development Bombay: Dhruv & Deep.
6. Shukla, P.D. (1983). Administration of Education in India, New Delhi : Vikas.
7. Sinha, P.S.N. (ed.) (2002). Management and Administration in Govt. New Delhi : Commonwealth Publishers.
8. Speras, H. (1995). Improving the Supervision of Instruction, N.Y : Prentice Hall.
9. Wiles Kimbal (1955). Supervision for Better Schools. N.Y.: Prentice Hall.

**M.Ed.**

**Paper VI (opt. (ii) EDUCATIONAL TECHNOLOGY**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of farming educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

**UNIT CONTENTS**

**UNIT –I**

1. Meaning and Scope of Educational Technology: System approach to Education and its Characteristic, Components of educational Technology – Software and Hardware.
2. Multimedia approach in Educational Technology.

**UNIT –II**

3. Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training.
4. Stages of Teaching – Pre-active, Interactive and Post active.
5. Teaching as different levels – Memory, understanding and reflective levels of organizing teaching and learning.
6. Programmed Instruction : Origin, Principles and characteristics
7. Types: Linear, Branching and Mathetics.
8. Development of a Programme: Preparation, Writing, Try out and Evaluation

**UNIT –III**

9. Modification of Teaching Behavior, Micro-teaching, Flanders Interaction Analyses, Simulation.
10. Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo's Model of Communication.
11. Models of Teaching: Concept, Different families of Teaching Models.

## UNIT –IV

12. Designing Instructional System: Formulation of instructional objectives, Task Analysis, Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions.
13. Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
14. Application of Educational Technology in Distance Education: Concept of Distance Education; Distance and open Learning system; Student Support Services: Evaluation strategies in Distance Education; Counseling in Distance Education.

## SELECTED READING

1. Davies, I.K., "The Management of Learning," London: Me 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 Publisher, 1996.
5. Locatis, C.N. and Atkinson, F.D., "Media and Technology for Education and Training", London: Charles E. Publishing Co., 1984.
6. Mavi, N.S., "Programmed Learning – An Empirical Approach", Kurukshetra, Vishal Publishers, 1984
7. Joyce, B. & Weil, M., Models of Teaching, New Delhi, Prentice Hall, 1992.
8. Merrit, 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", Delhi: Amitash Parkashan, 1980.
11. Pandey, K.P., "Dynamics of Teaching Behavior, Ghaziabad Amitash Parkashan, 1983.
12. Pandey, S.K. "Teaching Communication, New Delhi, Commonwealth Publishers 1997.
13. Prival, F. and Wllington, H., "A Handbook of Educational Technology, New York, Kogan Page, 1988.
14. Schneider, Arnold E., Donaghy, William C., Newman, Pamela Jane "Organizational Communication"
15. Skinner, B.F., "The Technology of teaching", New York: Appleton Century Crofts, 1968.
16. Vedanayagam, E.G., "Teaching Technology for College Teacher:, New Delhi: Sterling Publisher, 1988.

## M.Ed.

### Paper VI (opt. iii): EDUCATIONAL AND VOCATIONAL GUIDANCE

Time: 3 hours

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.

#### COURSE OBJECTIVES

1. To help the students to have better understanding of life and the world around.
2. To make them aware of the importance of making right choice in life, education, vocation, etc.
3. To help them realize the importance of working with a group, for a group and in a group.
4. To make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
5. To apprise them of the worth of understanding and assessing the individual correctly.

#### COURSE CONTENTS

##### UNIT-I

1. Concept, importance and areas of guidance – educational guidance, vocational guidance and personal guidance.
2. Organization of guidance services in schools – need, principles and mechanism of organizing guidance functions.
3. Occupational information – meaning and need. Methods of imparting occupational information. Sources of occupational material in India.

##### UNIT-II

4. Group Guidance – Meaning, advantages, principles and kinds of group guidance.
5. Guidance of Exceptional Children – Physically Handicapped, Gifted Children with Behavioral Problems.

##### UNIT-III

6. Job Analysis – Meaning, types and purpose of Job Analysis.
7. Placement Service – Meaning, functions and principles.
8. Follow-up Service – Meaning, Purpose and characteristics.

#### UNIT-IV

9. **Study of the individual, data collection Techniques of Information-** Standardized and Non – Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Cumulative Records.
10. **Counselling- Meaning, Need and Principles.**
  - Directive Counselling : Concept, procedure, advantage and limitations;
  - Non-Directive Counselling: Concept, procedure, advantage and limitations;
  - Eclectic Counselling – Concept, procedure, advantages and limitations.

#### SELECTED READINGS

1. Bernard, Harold W & Fullmer Daniel W. Principles of Guidance, Second Edition, New York- Thomas Y. Crowell Company, 1977.
2. Jones, J.A : Principles of Guidance, Bombay, Tata. New York. McGraw Hill, 1970.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Miller, F.W: Guidance Principles and Services, Columbia Ohio, Merrill, 1961.
6. Pandey, K.P., Educational and Vocational Guidance in India – Vishwa Vidyalaya Prakashan Chowk, Varanasi, 2000.
7. McGowan, J.P. Schmidt : Counselling : Reading in Theory and Practice, New York Holt, Rinehart and Winston, 1962.
8. Tolbert, E.L: Introduction of Counselling, New York, McGraw Hill, 1967.
9. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harper.
10. Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
11. Robinson: Principles and Procedures in student Counselling, New York, Harper & Roe.
12. Super, D.E., Schmidt: Appraising Vocational Fitness by Means of Psychological Testing, New York: Harper and Row, 1962.

**M.Ed.**

**Paper VI (opt. (iv) MENTAL HYGIENE AND EDUCATION**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

1. To enable the Understanding of Concept of mental health and hygiene.
2. To develop awareness of good mental health in both teachers and students.
3. To identify principles and conditions conducive to good mental health.
4. To suggest measures for fostering good mental health among students.
5. To explain the interrelationship among personality adjustment and mental health.
6. To develop the understanding of the role of home, school and society in mental health.

**COURSE CONTENTS**

**UNIT –I**

1. **Mental Health and Mental Hygiene.**
  - Concept of Mental health and Mental Hygiene.
  - Criteria of Mental Health.
  - Concept of Wholesome and Abnormal Personality.
  - Aspect, Goals and Principles of Mental Hygiene.
2. **Relationship between Human Needs and Mental Health.**
  - Nature of Needs.
  - Organic Socio-Psychological and Educational Needs.
  - Meeting the needs of Children
  - Special needs of Indian Adolescents.

**UNIT –II**

3. **Adjustment**
  - Concept and Process of Adjustment
  - Concept and Causes of Maladjustment.
  - Adjustment Mechanism:- Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression, Fixation.
  - Conflict: Concept and Types of Conflict.
4. **Diagnostic and Remedial Techniques**
  - Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their usefulness.

- Psychotherapies:- Counselling Therapy and its types.
- Play Therapy, Rational Emotive psychotherapy, Behavior therapy.

### UNIT –III

#### 5. **School and Mental Health**

- Teacher and Mental Health.
- Some Questionable School Practices.
- Personality Problems in Classroom.
- Classroom approaches to mental health.
- Place of Mental Hygiene in school curriculum
- Principles of curriculum construction from mental hygiene point of view.

#### 6. **Home, Community and Mental Health**

- Home and Mental Health
- Qualities of Healthy home environment
- Child rearing practice and personality development.
- Community and mental health.

### UNIT –IV

#### 7. **Religion and Mental Health**

- Relationship between Religion and Mental Health.
- Positive and negative role of religion in Mental Health.
- Concept of Mental Health from Ancient Indian point of view.

#### 8. **Yoga for Mental Health**

- Concept of Yoga in Ancient India
- Yoga as the Scientific method for the development of personality.
- Yoga as the System for Preserving the Mental Health.
- Accepting Yoga in the modern life.

### SELECTED READINGS

1. Arkoff, Abe: Adjustment and Mental Health, New York: McGraw Hill Company, 1968.
2. Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin (1952).
3. Akhilananda Swami, Hindu Psychology, London, Routledge (1953).
4. Bahadur Mal, Mental Health in Theory and Practice, Hoshiarpur, V.V.R.I., (1995).
5. Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co, 1952.
6. Bonny, Merl E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
7. Burbury, W.M., Balian, E, et al: An Introduction to Child Guidance, London: MacMillan & Co.,
8. Capuzzi David and Gross Douglas R: Introduction to Counselling, London, Allyn and Bacon, 1995.
9. Carroll, Herbert, A.: Mental Hygiene: The Dynamic of Adjustment (3<sup>rd</sup> ed.) Englewood Cliffs New Jersey: Prentice Hall, Inc., 1956.
10. Coleman, J.C: Abnormal Psychology and Modern Life, Bombay, D.B. TaraPorewala Sons & Co., 1976.
11. Crow, Lester D. & Crow, Aline: Mental Hygiene, New York: McGraw Hill Book Company, Inc. 1952.

12. Garg, B.R., An Introduction to Mental Health, Ambala, Associate Publications (2002).
13. Hadfield, J.A: Psychology and Mental Health, London: George Allen and Unwin Ltd., 1952
14. Kallam, S.G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
15. Sinha, A.K: Dutt, the concept of Mental Health in India and Western Psychologies, Kurukshetra, Vishal Publications, 1982.
16. Suraj Bhan, & N.K. Dutt, Mental Health through Education, New Delhi, Vision Books Publications, 1978.
17. Suraj Bhan, Towards a Happier Education, Jalandhar City, University Publications, 1952.
18. Thork, G.L. and Olson, S.L. Behaviour Therapy: Concepts, Procedures and Applications, London. Allyn Bacon, 1999.
19. Thorp, L.P.: The Psychology of Mental Health, New York: The Ronald Press Co., 1950
20. Watkins Ted. R and Claicut, James W: Mental Health: Policy & Practice Today, New Delhi. Saga Publications, 1990.
21. Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995.

**M.Ed.**  
**Paper VI (opt. v): ECONOMICS OF EDUCATION AND EDUCATIONAL  
PLANNING**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

1. To acquaint the students with the basis concepts of economics of education.
2. To acquaint the students with the concept of education as a major determinants of economic development.
3. To make the students aware of the productivity of education in economic development.
4. To acquaint the students with the concepts, nature, principles and procedures of educational planning.
5. To make the students understand the concept of educational planning of educational financing in India.

**COURSE CONTENTS**

**UNIT-I**

**1. Economics of Education**

- Meaning
- Aims
- Scope and Significance

**2. Education as Consumption or Investment**

- Education as Consumption
- Education as Investment
- Difficulties in treating Education as consumption / investment.

**3. Human Resource Development**

- Education and Economic Development
- Indicators of Human Resource Development
- Process of Human Resource Development
- Education and Economic Development

## **UNIT-II**

### **4. Cost Analysis**

- Cost of Education
- Components of educational costs
- Methods of determining costs
- Problems arising in the application of the concept of costs in education

### **5. Benefit Analysis**

- Concept of Cost Benefit Analysis
- Private Returns and Social Returns
- Measurement of Benefits in Education.

## **UNIT-III**

### **6. Educational Planning**

- Concept, Need and Goals of Educational Planning
- Principles of Educational Planning.
- Approaches of Educational Planning.
- Educational Planning in India since Independence.

### **7. Educational Finance**

- Principles of Financing Education.
- Methods
- Resources
- Grant-in-aid-scheme
- Privatization of Education
- Problems

## **UNIT-IV**

### **8. Education and Manpower Planning**

- Concept of Manpower Planning
- Forecasting Manpower needs
- Techniques of Manpower forecasting
- Limitation of Manpower forecasting.

### **9. Education and Unemployment**

- Causes of educated unemployment
- Estimating unemployment
- Problems of unemployment and Education
- Effects of educated unemployed on economy
- Various remedies and schemes for employment

### SELECTED READINGS

- Alex, V. A. Alexander : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.
- Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
- Harbison, F and Myers, Charler : A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, Co., 1970.
- Kneller, G.F: Education and Economics Thought, New York, John Wilet and Sons, INC, 1968.
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- Natarajan, S. : Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
- Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.
- Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
- Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi, 1986.
- Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1992.
- Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.
- Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992.
- Vaizey, J.: Costs of Education, London :Feber , 1962.
- UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.

**M.Ed.**

**Paper VI (opt. (vi): ADVANCED STATISTICAL METHODS IN EDUCATION**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

To enable the students to develop:

1. Practical orientation involving selection of appropriate data analysis techniques.
2. Ability in Computation of various advanced statistical measure.
3. Competency to explain and illustrate the concept and application of tests of significance.
4. Understanding to name and describe some modern computational aids.
5. Capability to analyze and interpret qualitative and quantitative data.

**COURSE CONTENTS**

**UNIT – I**

**1. Probability**

Concept of Probability and Binomial Distribution

Normal Distribution: Concept, significance and applications.

Skewness and Kurtosis (by Moment Method)

**2. Regression and Prediction**

Concept and different types of Prediction

Linear and Multiple Regression Equation (involving upto two Predictors)

Accuracy of Prediction.

**UNIT – II**

**3. Significance and underlying mathematical properties of following Statistics.**

Means

Standard deviations

Product Moment Correlations.

Percentages and Proportions.

**4. (a). Null Hypothesis Testing**

One tailed and two tailed tests

Type I and type II errors

**(b) Significance of Difference between following statistics:**

Means

Standard deviations

Product Moment Correlations

Percentages and Proportions

### UNIT –III

5. (a) **Analysis of Variance** (upto three ways) – Concept, Assumptions, Computation and uses.

(b) Hartely and Bartlette’ s Tests of Homogeneity of Variance.

6. **Analysis of Covariance** (One Way)- Concept, Assumptions, Computations and uses.

### UNIT-IV

#### 7. **Non- Parametric Statistics**

- Chi-square tests of normality (Goodness of fit)
- K.S. Test
- Sign test
- Median test
- Runs test
- Mann-Whitney U-test
- Wilcoxn Matched – Paris
- McNemar test for Significance of Changes

8. **Factors Analysis:** Introduction and Computation up to one factor (Centroid Method)

#### SELECTED READINGS

1. Aggarwal, Y.P. (1998), *Statistical Methods: Concepts, Applications and Computation*, Sterling, New Delhi.
2. Ferguson, G.F. (1981), *Statistical Analysis in Psychology and Education*, Mc Graw Hill, New York.
3. Fless, G.V. & Stanley, J.C. (1970), *Statistics Methods in Education and Psychology*, Prentice Hall, New Jersey.
4. Garrett, J.P. (1973), *Statistics in Education and Psychology*, Vakils, Feffer and Simons, Bombay.
5. Guilford, J.P. (1980), *Fundamental Statistics in Education and Psychology*, Mc Graw Hill, New York.
6. Guilford, J.P. (1967), *Psychometric Methods*, Tata Mc Graw Hill, New Delhi.
7. Popham, J.W. (1973), *Educational Statistics : Uses & Interpretation*, Harper and Row, New York.
8. Siegel, S. (1956), *Non-Parametric Statistics for Behavioral Sciences*, Mc Graw Hill, New York.
9. Walker, H.M. and Lev. Joseph (1965), *Statistics Inference*, Oxford and IBM, Calcutta.
10. Fruchter, B. (1954), *Introduction to Factor Analysis*, D.Van, New Jersey.
11. Kennedy, J.J. (1982), *Analysis of Qualitative Data*, Pergamon, New York.
12. Lindquist, E.F. (1982), *Statistical Analysis of in Educational Research*, Houghton Mifflin, Boston.
13. Thurston, L.L. (1947), *Multi-factor Analysis*, The University of Chicago Press, Chicago.
14. Van Dalen, D.B. (1962), *Understanding Educational Research*, Mc Graw Hill, New York.

**M.Ed.**  
**Paper VI (opt. (vii): YOGA EDUCATION**

Time: 3 hours

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.

- 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.
- 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.

**COURSE OBJECTIVES**

1. To study Yoga as a discipline of holistic human development
2. To study Yoga as a system of integrated education encompassing body, Mind and spirit/soul.
3. To acquaint students with different system of Yoga – Ashtang Yoga, Jnana Yoga, Karma Yoga, Bhakti Yoga, Raja Yoga and other modern off-shoots.
4. To understand scientific basis and therapeutic value of Yoga.

**COURSE CONTENTS**

**UNIT –I**

**Philosophico-psycho-socio-spiritual Basis of Yoga**

1. Meaning and definition of Yoga.
2. Yoga as way to healthy and integrated living.
3. Yoga as way to socio-moral development of man.
4. Yoga as way to mind control
5. Yoga as a way to spiritual enlightenment.

**UNIT –II**

**Different System of Yoga**

1. Ashtanga Yoga of Patanjali – (Yama, Niyama Asana, Pranayama, Pratyaharc, Dharna, Dhyan, Samridhi).
2. Jnana Yoga, Bhakti Yoga and Karma Yoga of the Bhagvadgita.
3. Raja Yoga.
4. Integral Yoga of Aurobindo and modern off shoots of Yoga.

**UNIT –III**

**Scientific Basis of Yoga**

1. Outlines of Human anatomy.
2. Human physiological system.
3. Yoga and Bio-feedback.
4. Therapeutic effects of Yoga.

## **UNIT –IV**

### **Yoga and Mental Health**

1. Concept of mental health in Yoga.
2. Characteristics of positive mental health.
3. Approaches and practices of mental health in Yoga.
4. Yogic diet and mental health.

### **SELECTED READINGS**

1. Ganeshwarnanda, Swami. Yoga for Beginners, Shri Ram Krishan Math, Madras.
2. Iyenger, B.K.S. Light of Yoga. Unwin Paperbacks, Sydney.
3. Nagendra, H.R. Yoga in Education. Vivekananda Kendra Yoga Anusaudhan Samsthan, Bangalore.
4. Saraswati, Satyanand. Meditations. The Bihar School of Yoga, Monghyr.
5. Tiwari, O.P. Astang Yoga. Kaivalyadham, Lonavala.
6. Vivekananda Kendra. Yoga, Asanas, Mudras, Kriyas. Madras.

**M.Ed.**

**Paper VII: DISSERTATION AND FIELD WORK**

**(A) DISSERTATION**

Max. Marks: 100

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the Chairman/Principal of the Department/College. The students will submit three typed copies of Dissertation to the Department/College by 30<sup>th</sup> June of the session. The viva-voce will be held on a date to be fixed by the University.

Dissertation and viva-voce will be evaluated jointly by external and internal examiners.

**(B) FIELD WORK**

Max. Marks: 50

Field work will be compulsory for all regular students. It will be evaluated jointly by external and internal examiners. External evaluation will be done on the basis of:-  
Observation of pupil-teacher's four lessons.

Details case study of an institutions.

Any other work as decided by the Department/College