



**Ordinances Structure for
MASTER OF EDUCATION**

**Under Semester System to come into force from
Academic Session 2015-17.**

**M.Ed.
Semester System**

**Faculty of Education
Master of Education (M.Ed.)
Semester System**

ORDINANCES & RULES / REGULATIONS

The Programme:

It is a regular full time four semesters Master Degree Programme in Education. The programme consists of Four Semesters - Semester I and II in the First Year of the Programme and Semesters III and IV in the Second Year of the programme.

Duration :

The Master Degree Programme in Education (M.Ed.) for a period of two years. Each academic year shall comprise of two semester's viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and Even Semesters shall be from November / December to April / May

Eligibility :

B.Ed. under at Least 10+2+3 pattern securing a Minimum of 55% Marks for General Category / OBC Category Students and Minimum of 50% Marks for SC/ST Category Students in the aggregate including all subjects studied at B.Ed. Level except those subjects where only pass marks are required and which do not contribute to the total in the final (Degree) marksheet.

Fees:

Every candidate shall pay such fee to the institution / college / University under jurisdiction of the University as the syndicate may prescribe from time to time.

Duration / Working Days:

- (a) The Master of Education Programme for a period of two years.
- (b) There shall be at least two hundred working days in each year exclusive of the period of examination and admission.
- (c) The institutions / Colleges shall work for a minimum of thirty six (36) hours in a week, during which physical presence in the institutions/colleges of all the teachers and students. The teacher is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

Attendance:

- (a) Attendance shall be counted and shortage there of may be condoned for special reasons in accordance with Ordinance 6 of Chapter XXV, subject to the condition that if his actual attendance is less than 80% he/she shall not be eligible to appear in the examination notwithstanding anything to the contrary in Ordinance 16 of Chapter XXV.
- (b) The minimum attendance of student shall have to be 80% for all course work and practicum and 90% for school internship as per NCTE norms.

Evaluation and the Marking System:

1. The Examination shall be held at the end of each semester and result announced thereafter.
2. The M.Ed. Degree Programme divided into four semesters. *Each semester carry Maximum: 400 Marks.* Hence, the M.Ed. Degree awarded in *Grand Total of 1600 Marks (i.e. First Sem – 400 + Second Sem. – 400 + Third Sem. – 400 + Fourth Sem. – 400 = 1600).* *The Minimum Pass Marks of every paper is 40% in Theory & Practical Paper separately and total aggregate of the semester is 45% minimum.*

3. Provided that in respect of the students who have completed and passed all the four semesters of the M.Ed. Programme in the aforesaid manner, the division shall be declared on the basis of the total marks scored in all the four semesters as follows:
- a) **First Division with Distinction**, those who obtain 75% or more marks at the end of their course.
 - b) **First Division**, where student secures 60% or above but less than 75% marks.
 - c) **Second Division** where student secures 48% or above but less than 60% marks.
 - d) **Third Division** where student secures 45% or above but less than 48% marks.

Re-Examination / Repetition Semester Rules:

1. In case a student fails to score 40% marks in Theory Paper not more than two papers in a semester and not more than four papers in all at a time, but scores an average of 45% marks in total aggregate or more in the semester concerned, he/she shall be promoted to the next semester (from the first semester to the second semester), subject to the condition that he/she shall reappear in such paper(s) at the respective semester examinations of the ensuing academic session. He/she shall be promoted to the next semester and allowed to re-appear in such paper(s) at the respective semester examinations of the immediately ensuing academic session.
2. In case a student has scored 40% or more in all the theory papers in a semester but fails to score 45% in the total aggregate, he/she shall be declared **FAILED**. He / she shall be promoted to the next semester. Subject to the condition that he / she will reappear in not more than two papers of the year at the examination of the ensuing academic session. He/she desire at the respective semester examination of the immediately ensuing academic session. However, each student will get only one chance as a repeater for respective semester.

3. In case, a student fails to score 40% marks in more than two theory papers in a semester and 45% marks in the total aggregate in a semester, he/she shall be declared **FAILED** in the semester concerned and shall have to appear as an **EX-STUDENT** in all the papers in the respective semester examination of the immediately ensuing academic session.
4. In case a student fails to score 40% marks in Theory Paper not more than two papers in respective previous semester and in not more than four papers in all at a time, but scores an average of 45% marks in total aggregate or more in the semester concerned, subject to the condition that he/she shall reappear in such papers at the respective semester examinations of the ensuing academic session. He/she again fails in respective reexamination of final semester, the Degree of M.Ed. (Two Year Programme) will be automatically cancelled.
5. In case a student **ABSENT** in Practical Paper in Third Semester & Fourth Semester, subject to the condition that he/she shall reappear in Practical paper at the respective semester examination of the ensuing academic session. He/she shall be promoted to the next semester and allowed to reappear in practical exam at the respective semester examinations of the immediately ensuing academic session.
6. In case a student fails to score minimum 50% marks in Practical Paper in Third Semester & Fourth Semester, subject to the condition that he/she shall be treated as **FAILED** in the respective that semester, but University will give only one attempt or chance to attempt all paper of practical exam again in the next year as an **EX-STUDENT**.
7. The final result (pass/fail and the division obtained) shall be determined at the end of the successful clearance of all the four semesters.

8. The candidate shall be eligible for the award of the degree after successful clearance of all the courses of M.Ed. (Two Year Semester Programme) by the examination of the two year semester programme or till expiry of registration / enrolment. Maximum duration of passing the course will be three years.
9. The candidate shall not be eligible to get the (a) Grace marks or (b) Notification No. 08 or (c) Grace Division, due to the University has given the provision of **RE-EXAM** or **IMPROVEMENT** in Theory & Practical Paper only.
10. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.

M.Ed.
(Two Year Semester Programme)

Faculty of Education
Master of Education (M.Ed.)
(Two Year Semester Programme)

First Semester :		Max. Marks.	Theory	Internal
Assessment				
Paper 101	Psychology of Learning and Development.	100 Marks	80	20
Paper 102	History and Political Economy of Education	100 Marks	80	20
Paper 103	Educational Studies	100 Marks	80	20
Paper 104	Methodology of Educational Research-I	100 Marks	80	20
Second Semester :		Max. Marks.		
Paper 201	Philosophical Foundation of Education.	100 Marks	80	20
Paper 202	Sociological Foundation of Education	100 Marks	80	20
Paper 203	Curriculum Studies	100 Marks	80	20
Paper 204	Teacher Education-I – Conceptual Frame work.	100 Marks	80	20
Third Semester :		Max. Marks.		
Paper 301	Specialization Course (Select any one)	100 Marks	80	20
	Paper 301-A Elementary Education			
	Paper 301-B Preparation of Secondary & Higher Secondary Teachers : Pre-service and in service.			

Paper 302	Methodology of Educational Research-II	100 Marks	80	20
Paper 303	Teacher Education Issues and challenges	100 Marks	80	20
Paper 304	Preparation and Presentation of Synopsis	50 Marks	-	-
Paper 305	Internship	50 Marks	-	-

Fourth Semester :

Paper 401	Specialization Course (Select any One)	100 Marks	80	20
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Paper 401(A) Guidance & Counseling

Paper 401(B) Measurement and Evaluation

Paper 401(C) Special Education

Paper 402	Specialization Course (Select any One)	100 Marks	80	20
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Paper 402(A) Educational Administration.

Paper 402(B) Educational Technology

Paper 402(C) Child Psychology

(Internal)

(External)				
Paper 403	Dissertation	100 Marks	50	50
Paper 404	Viva Voce	100 Marks	50	50

**Master of Education (M.Ed.)
(Two Year Programme)**

First Semester Course Content with distribution of Marks

Paper Code	Paper Name	Maximum Marks	Minimum Marks
MD-101	Psychology of Learning and Development Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-102	History and Political Economy of Education Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-103	Educational Studies Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-104	Methodology of Educational Research-I Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
Aggregate Passing Marks is 45%		400	180

**Master of Education (M.Ed.)
(Two Year Programme)**

Second Semester Course Content with distribution of Marks

Paper Code	Paper Name	Maximum Marks	Minimum Marks
MD-201	Philosophical Foundation of Education Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-202	Sociological Foundation of Education Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-203	Curriculum Studies Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-204	Teacher Education-I -- Conceptual Frame Work Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
Aggregate Passing Marks is 45%		400	180

**Master of Education (M.Ed.)
(Two Year Programme)**

Third Semester Course Content with distribution of Marks

Paper Code	Paper Name	Maximum Marks	Minimum Marks
MD-301	<p><u>Specialization Course (Any One):-</u> Paper 301-A Elementary Education or Paper 301-B Preparation of Secondary & Higher Secondary Teachers : Pre-service and in service</p> <p style="text-align: right;">Term Exam 80 Internal Assessment 20 } 100</p>	80 20 } 100	32 08 } 40
MD-302	<p>Methodology of Educational Research-II</p> <p style="text-align: right;">Term Exam 80 Internal Assessment 20 } 100</p>	80 20 } 100	32 08 } 40
MD-303	<p>Teacher Education Issues and challenges</p> <p style="text-align: right;">Term Exam 80 Internal Assessment 20 } 100</p>	80 20 } 100	32 08 } 40
MD-304	Preparation and Presentation of Synopsis	} 50	} 25
MD-305	Internship	} 50	} 25
Aggregate Passing Marks is 45%		400	180

Master of Education (M.Ed.) (Two Year Programme)

Fourth Semester Content with distribution of Marks

Paper Code	Paper Name	Maximum Marks	Minimum Marks
MD-401	<u>Specialization Course (Any One):-</u> Paper 401(A) Guidance & Counseling Paper 401(B) Measurement and Evaluation Paper 401(C) Special Education.	Term Exam 80 Internal Assessment 20 } 100	32 } 08 } 40
	MD-402	<u>Specialization Course (Any One):-</u> Paper 402(A) Educational Administration. Paper 402(B) Educational Technology Paper 402(C) Child Psychology	Term Exam 80 Internal Assessment 20 } 100
MD-403		Dissertation	External Assessment 50 Internal Assessment 50 } 100
MD-404	Viva Voce	External Assessment 50 Internal Assessment 50 } 100	25 } 25 } 50
Aggregate Passing Marks is 45%		400	180
Total of First Semester		400	180
Total of Second Semester		400	180
Total of Third Semester		400	180
Total of Fourth Semester		400	180
Grand Total		1600	720



Syllabus Framework for
MASTER OF EDUCATION (M.Ed.)
Academic Session 2015 - 2017.

M.Ed.
(Two Year Semester Programme)

Faculty of Education
Master of Education (M.Ed.)
(Two Year Semester Programme)

First Semester :		Max. Marks.	Theory	Internal Assessment
Paper 101	Psychology of Learning and Development.	100 Marks	80	20
Paper 102	History and Political Economy of Education	100 Marks	80	20
Paper 103	Educational Studies	100 Marks	80	20
Paper 104	Methodology of Educational Research-I	100 Marks	80	20
Second Semester :		Max. Marks.		
Paper 201	Philosophical Foundation of Education.	100 Marks	80	20
Paper 202	Sociological Foundation of Education	100 Marks	80	20
Paper 203	Curriculum Studies	100 Marks	80	20
Paper 204	Teacher Education-I – Conceptual Frame work.	100 Marks	80	20
Third Semester :		Max. Marks.		
Paper 301	Specialization Course (Select any one)	100 Marks	80	20
	Paper 301-A Elementary Education			
	Paper 301-B Preparation of Secondary & Higher Secondary Teachers : Pre-service and in service.			

Paper 302	Methodology of Educational Research-II	100 Marks	80	20
Paper 303	Teacher Education Issues and challenges	100 Marks	80	20
Paper 304	Preparation and Presentation of Synopsis	50 Marks	-	-
Paper 305	Internship	50 Marks	-	-

Fourth Semester :

Paper 401	Specialization Course (Select any One)	100 Marks	80	20
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Paper 401(A) Guidance & Counseling

Paper 401(B) Measurement and Evaluation

Paper 401(C) Special Education

Paper 402	Specialization Course (Select any One)	100 Marks	80	20
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Paper 402(A) Educational Administration.

Paper 402(B) Educational Technology

Paper 402(C) Child Psychology

Paper 403	Dissertation	100 Marks	(Internal) 50	(External) 50
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Paper 404	Viva Voce	100 Marks	50	50
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Master of Education (M.Ed.)

FIRST SEMESTER DETAILED SYLLABUS

PAPER – 101

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Objectives :-

- To Understand Meaning, function and Methods of Education Psychology.
- To understand human development and its theories.
- To understand concept of learning and various theories of learning.
- To Understand transfer of learning.
- To develop an understanding of concept of intelligence and adjustment.

Unit I

Psychology and its nature.

- (a) Psychology, Meaning, nature of Psychology and contribution of Psychology in Education.
- (b) Educational Psychology- Meaning, Scope and aims of Educational Psychology.
- (c) Methods used in Educational Psychology.

Unit II

Human development and its theories

- (a) Meaning, Principles, stages and aspects of human development.
- (b) Adolescent Problems and Remedial measures,
- (c) Cognitive development theory – Piaget

(d) Moral development theory – Kohlberg

(e) Theory of Psycho-Social development- Erickson.

Unit III

Theoretical Approaches to learning.

(a) Learning- Concept of learning, factors affecting learning.

(b) Learning theory – Thorndike, Pavlov, Skinners Learning theory, Kohler's insight theory of learning.

Unit IV

Transfer of learning and Motivation

(a) Concept, types and conditions of transfer of learning.

(b) Learning and Motivation.

Unit V

Intelligence and Adjustment

(a) Intelligence- Concept and theories of Intelligence.

(b) Concept of adjustment.

(c) Mechanism of adjustment.

Assignments:- Any One

- Observe and list the developmental Characteristics of a sample of 10 students.
- Prepare a review of Research Student related to adolescent Education.

References:-

- Pandey Ram Shakal - 'Educational Psychology', Vani Publication, Dariaganj, New Delhi.
- P.D. Pathak - 'Educational Psychology', Shri Vinod Pustak Mandir, Agra-2

- Chauhan S S - 'Advanced Educational Psychology, Vikas Publication, New Delhi.
- Stanley Hall G - 'Adolescence Psychology and its relation to Psychology, Anthropology, Sociology, Sex, Crime, Religion & Education, D.Appletons & Company, New York.
- Mishra Bhannas - Education and child Development, Mohit Publication, New Delhi.
- Elizabeth B.Hurlock- 'Child Development', Tata McGraw Hill Publishing Company, Noida
- Agarwal S.C and Gupta S. - Childhood Care and Education Shipra's Publication, New Delhi
- Asubel D.R.- Educational Psychology, A cognitive view, New York: Holt, Rinehart and Winston, 1968
- Allport G.W.- 'Personality, New York: Hoef, Rinehart and Winston 1937.
- Boring E.G. : A History of Experimental Psychology.
- Bombay : The Times of India Press 1969.

Master of Education (M.Ed.)

FIRST SEMESTER DETAILED SYLLABUS

PAPER – 102

HISTORY AND POLITICAL ECONOMY OF EDUCATION

Objectives :-

- To develop understanding about the relationship between education and social process.
- To analyze education from economic perspective and to identify the linkage between education and development.
- To trace the history of education in India and to use sound historical knowledge to solve.
- To reflect upon the dynamic political context in which educational processes taking place.
- To critically examine the contemporary concerns and issues of education in the India society.

Unit I

Historical Perspective:

- (a) Brief overview of education in ancient, pre independence and post independence period.
- (b) Ancient Indian universities – Nalanda, Takshila and Vikramasila.
- (c) Historical background of the emergence of Buddhism and Jainism.

Unit-II

Political Perspective

- (a) Educational Provision in Indian Constitution.
- (b) Education and Human Rights.
- (c) Right & Duties.
- (d) Role of State in education under Panchayti Raj, State Government and Central Government.

Unit-III

Economical Perspective

- (a) Educational and Human development Index.
- (b) Human Capital Theory.
- (c) Education as an employment.
- (d) Education as an Investment.

Unit-IV

Political and Economic Perspectives-

- (a) Relationship between educational and Political System.
- (b) Politization of Education- Education and state, Educational institutions as an instrument of state
- (c) Privalization, Private Initiative and liberalization in education

Unit-V

Global Perspective-

- (a) Role of education in ensuring sustainable development.
- (b) Role of International bodies in educational development- WHO, UNICEF, UNESCO, WORLD Bank with reference to India.
- (c) Contribution of Science and technology to education

Assignment (CHOOSE ANY ONE)

- Critical analysis on history
- Political and economic issues like- poverty, unemployment, Beggary and Political instability

Reference:

- Brown. F.J. (1947) Educational Sociology, New York, Prentice Hall.
- Dutts, R.F. (1941) Cultural History of Education. Reassessing an Educational Tradition, New York, McGraw Hill.
- Narayan, D. (2005)., Local Governance without Capacity Building: Ten Years of Panchayat Raj: Economic and Political Weekly, June 25, pp. 2822-32.
- Tilak, J.B.G. (1992), Educational Planning at Grassroots, Ashish Publications, New Delhi.
- NCTE (2009) National Curriculum Framework for Teachers Education, New Delhi.
- NCERT (2005), National Curriculum Framework, New Delhi
- MHRD, Government of India (1992), National Policy on Education (revised) New Delhi.

Master of Education (M.Ed.)

FIRST SEMESTER DETAILED SYLLABUS

PAPER – 103

EDUCATIONAL STUDIES

Objectives:-

- To understand the concept of knowledge.
- To understand the nature of education as a discipline.
- To understand the procedure of linking content knowledge with pedagogy knowledge.
- To make the students critically aware about the various issues in the contemporary educational system.
- To understand various perspectives of education.

Unit – I

Knowledge & Education

- (a). Understanding the concept of knowledge.
- (b). Distinguish between knowledge and information.
- (c). Methods of obtaining knowledge.

Unit – II

Education as Interdisciplinary Knowledge

- (a). Emergence of the concept of various discipline.
- (b). Critical analysis of education as a discipline.

(c). Interdisciplinary nature of education relationships with disciplines/subjects such as a philosophy, psychology, sociology, management, economics, anthropology, etc.

Unit – III

Procedure of Linking

- (a). Content knowledge with pedagogy knowledge.
- (b). School knowledge with community knowledge.
- (c). Experimental knowledge with empirical knowledge.
- (d). Theoretical knowledge and practical knowledge.

Unit – IV

Perspectives of Education

- (a). Concept of Liberal studies.
- (b). Vocational and professional education - Need and importance.
- (c). Analysis of concepts, principles, assumptions and contexts related to issues that are unique to education discipline, such as schooling, curriculum, syllabus, text books, assessment, teaching – learning process etc.

Unit – V

Issue in Contemporary Education

- (a). Issues related with professional updation.
- (b). Infrastructural deficiency, dropout, stagnation, teachers absenteeism, teacher shortage.

Assignment (CHOOSE ANY ONE):-

- Assignments based on self study on identified themes such as policy perspectives and vision of school education in India.
- Study of original text of great educators and presentation, seminars, discussions.
- Critically evaluates a text book and teacher text book of a secondary class and prepare a report.

References:

- Agarwal, J.C. (2006), Essentials of educational technology – teaching Hearing-innovations in education, New Delhi, Vikas Publishing House.
- Chaudhary, Jagdish & Pathak, R.P. (2012), Educational Technology, Darling Kindersly (India) Pvt. Ltd.
- Dewey, John, The Child and the curriculum, University of Chicago Press, Chicago.
- Ericpson, H.L. (2002), Concept based curriculum and instrumentation, Crown Press Inc., California.
- Krishnamurthy, R.C. (2003)., Educational Technology – Expanding Our Vision, New Delhi, Authors Press.
- Butchvarov, P. (1970), The Concept of knowledge, Evanston Illinois, North Western University Press.5
- Dearden R.F., (1984)., Theory and Practice in Education, Routledge K Kegan & Paul Schooling Making a difference, Allen and Unwin, Australia.
- Dewes J., (1916/1977), Democracy and Education, An Introduction to the Philosophy of education, New York, MacMillan.
- Freire P. & Shor, I. (1987), A Pedagogy of Liberation, London, Macmillan.
- International Encyclopedia of Education, (1994) 2nd Edition, vol.10, Perganon Press.
- Nunn, P. (1957), Education: Its Data and First Principles, New York, Annold and Co.

Master of Education (M.Ed.)

FIRST SEMESTER DETAILED SYLLABUS

PAPER – 104

METHODOLOGY OF EDUCATIONAL RESEARCH-I

Objectives:-

- To understand the meaning, purpose and scope of research in education.
- To understand the source of problems.
- To conduct a literature search in educational research.
- To understand the meaning and types of research hypothesis.
- To understand the meaning of sampling and research design.

UNIT – I

Scientific Method & Educational Research

- (a) Meaning, nature and scope of educational research, Types of research fundamental research, applied research and action research.
- (b) Meaning and definition of qualitative and quantitative research.
- (c) Variable definition, types: independent and dependent, continuous and discontinuous, intervening and concomitant.

UNIT – II

Formulation of research Problem

- (a) Criteria and source for identifying, the research problem.
- (b) Characteristics of a good research problem.
- (c) Reviewing literature and writing the rationale for any research problem based on review.

(d) Setting objectives of the study primary, secondary and concomitant.

UNIT – III

Hypothesis

(a) Definition, characteristics, statements of the Hypothesis.

(b) Types: research hypothesis, statistical hypothesis (Null and Directional) and operational hypothesis.

UNIT – IV

Population, Sample & research Design

(a) Definition of population and sample, importance of sampling.

(b) Sampling Techniques: Purpose sampling, systematic sampling, random sampling, stratified sampling, cluster and multi stage sampling.

(c) Size of sample, sample error and avoidance of sampling bias.

UNIT – V

Research Proposal Writing

(a) Format, style and essential elements of research proposal.

(b) Writing references in research proposal.

Assignment (ANY ONE):-

- Writing abstracts of any two Dissertations.

References:-

- Best J.W. & Khan (1997) research in Education, New Delhi, Preneice Hall of India Pvt. Ltd.
- Sharma Bharti (2004), Methodology of Educational research, New Delhi, Vohra Publishers and Distributors.

- Ferguson, G. (1981), A Statistical Analysis in Psychology and Education, New York, McGraw Hill.
- Pandey, K.P., Educational Research.

Master of Education (M.Ed.)

SECOND SEMESTER DETAILED SYLLABUS

PAPER – 201

PHILOSOPHICAL FOUNDATION OF EDUCATION

Objectives :-

- To understand the nature of philosophy.
- To understand the philosophical origin of educational theory and practice.
- To analyse critically various schools of philosophy.
- To analyse the vision of great thinkers and their educational implications.
- To enable the students to develop a philosophical outlook towards educational problems.

Unit I

Philosophy of Education

- a. Meaning, functions, scope and role of philosophy in education. Relationship between education and philosophy.
- b. Meta physics and Epistemology Axiology in philosophy.

Unit II

Schools of Indian Philosophy

- a. Study of the traditional Indian schools of philosophy: Sankhya, Vedanta, Nyaya and Yoga with special references to their basic Tenets and their educational implications for aims, curriculum and methodology of education.

Unit III

Schools of Western Philosophy

- a. Study of idealism, naturalism, realism, pragmatism and existentialism, logical empiricism of philosophical with special references to their basic tenets and educational implications for aims, curriculum and methodology of education.

Unit IV

Educational Thoughts of Prominent Philosophers.

- a. Indian Philosophers: Tagore, Aaribindo and J. Krishnamurthy.
- b. Western Philosophers: Roussea, Plato, Russell and Dewey.

Unit V

Social Schools of Philosophy.

- a. Educational implications of individualism, democracy, socialism, totalitarianism and communism.

Assignments:- Any One

- Books review of original readings of Rabindra Nath Tagore, Sri Aaribindo, John Dewey, J.Krishnamurthy.
- Survey of recent researches in philosophy of education.

References:-

- Chaterji, S.C. & Dutta D.M. (1954), An Introduction to Indian Philosophy, University press, Calcutta
- Dewey J., (1961/1977), Democracy and Education-An Introduction to the Philosophy of Education, New York, Macmillan.
- International Encyclopedia of Education (1994) 2nd Edition vol.10, Paragons Press.

- Nunn P. (1957) Education, Its data and first Principles, New York, Annold and Co.
- Butter J.S. (1951), Four Philosophies and their Implications in education and religion, London, Harper and Bros.

Master of Education (M.Ed.)

SECOND SEMESTER DETAILED SYLLABUS

PAPER – 202

SOCIOLOGICAL FOUNDATION OF EDUCATION

Objectives :-

- To enable the students to understand the sociological foundation of education.
- To equip students with the basic terms and concepts of the subject of sociology of education.
- To make students aware about the culture and social systems.
- To help students appreciate the role of agencies like family, community, politics and economy in education /schools in India.
- To make sensitive the students about the social process and social change.
- To enable the students to understand the important concerns and issues in education.

UNIT – I

Sociology of Education

- a). Nature and scope of sociology of education.
- b). Interrelationship between sociology and education.
- c). Methods of study in sociology of education.

UNIT – II

Education, Culture and Social System

- a). Social System – Concept and elements of social system, education as a social subsystem.

- b). Culture – Functional characteristics, cross culture transmission.
- c). Role of education in the process of assimilation of Indian tradition.
- d). Socio-Cultural diversity in education.

UNIT – III

Agencies of Education in India

- a). Education and family – Education and community, concept of the community schools.
- b). Politics and education, economy and education.

UNIT – IV

Education and Social Process

- a). Education and Social stratification.
- b). Modernization and social process.
- c). Education and social change.
- d). Education and social mobility.

UNIT – V

Important Concerns and Issues in Education

- a). Social equity and equality of educational opportunities.
- b). Education of the socially and economically disadvantaged section of society with special references to scheduled caste, scheduled tribes and issues of women and rural population.

Assignment – Any One Only.

- Survey of recent research trends in education and society.
- Trace out the local educational history.

References : -

- Brembeck, C.S. (1996), Sociological Foundations of Education, Cross-Cultural Approach, New York: John Wiler & Sons.
- Brown, F.J. (1947), Educational Sociology, New York, Prentice Hall.
- Cook, L.A. Cook, E.F. (1960), A Sociological Approach to Education, New York, McGraw Hill Book Company.
- Delors, Jacques, etal (1996), Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Dunsoft (1975), An Introduction to Sociology, New York, Macmillan.
- Dutts, R.F. (1941), Cultural History of Education, Reassigning an Educational Tradition, New York, McGraw Hill.

Master of Education (M.Ed.)

SECOND SEMESTER DETAILED SYLLABUS

PAPER – 203

CURRICULUM STUDIES

Objectives :-

- To understand the concept of curriculum and its present status.
- To familiarize the various principles and approaches of curriculum development.
- To acquire knowledge about curriculum planning and designing.
- To define meaning of curriculum transaction and to describe various method for transaction.
- To understand the need of curriculum evaluation and reforms.

UNIT – I

- a). Concept and types of curriculum.
- b). Philosophical, Psychological and sociological basis of curriculum.

UNIT – II

- a). Development of curriculum – Historical perspective, principles of curriculum construction.
- b). Cross curricular issues.
- c). Curriculum renewal and its impact on classroom practices.

UNIT – III

- d). Role of Regulatory bodies in curriculum development.
- e). Curriculum evaluation, different models of curriculum evaluation.

- f). Analysis of Curriculum frame work.

UNIT – IV

- a). Concept of curriculum transaction.
- b). Selecting appropriate learning experience, collaborative learning designing, individual and group activities, information processing, skills, learning beyond classroom.
- c). Essential requirement for transaction of curriculum (duration, intake, eligibility of students, content, qualification of teaching staff, infrastructure facilities).

UNIT – V

- a). Concept, need and importance of educational measurement and evaluation.
- b). Trends in examination and evaluation – self assessment, Peer Assessment and Tutor Assessment
- c). Examination – online examination, scaling and grading of marks etc., Assignment of examination system.
- d). Research issues in educational measurement and evaluation.

Assignment – Any One:-

- Analysis of different curriculum – CBSE, State Board, ICSE.
- Transaction of curriculum at elementary / secondary education.
- Comparison of different examination system.

References:-

- Aggarwal, Deepak (2007), Curriculum development, concept, methods and techniques, New Delhi, Book Enclave.

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- UGC – Model Curriculum Framework NCF, 2005.
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Master of Education (M.Ed.)

SECOND SEMESTER DETAILED SYLLABUS

PAPER – 204

TEACHER EDUCATION-I – CONCEPTUAL FRAME WORK

Objectives :-

- To understand the concept and the status of pre-service and in-service teacher education.
- To examine the policies, programmes and schemes of teacher education and its relevance in meeting the demands of present day schooling.
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- To understand and appreciate the research perspective on various practices in teacher education.
- To acquaint with the innovative practice in teacher education at national and international levels.

UNIT – I

Changing context of Teacher education in Indian Scenario.

- a). Meaning, Nature and Concept of teacher education.
- b). The dynamics of social, political and economic changes in the society.
- c). Need and importance of teacher education

UNIT – II

Policies, Programmes and Schemes of Teacher Education in Indian.

- a). Recommendations of University education commission (1948-1949), Kothari Commission (1964-66), NPE (1986-1992), UGC (1994), NCF (2005), NCTE (2009).
- b). A review of National and State Policies on Teacher Education.

UNIT – III

Professional Competence of a teacher at secondary education level.

- a). Changing roles and responsibility of teacher in a society.
- b). Service conditions of school teachers, professional ethics for teacher.
- c). Teacher appraisal and accountability.

UNIT – IV

Issues and Challenges in Teacher Education.

- a). Educating teachers for restructured schools (SSC, CBSE, ICSE, etc.)
- b). Integration of technology in Teacher Education.
- c). Quality assurance and accreditation of Teacher education institutes.

UNIT – V

Research and Innovation in teacher education.

- a). Research in teacher education – Nature and scope of research in Teacher education in India.
- b). Need and importance of research in teacher education.
- c). Areas of research in teacher education.
- d). Implications of research in teacher education.

Assignment – Any One:-

- Observation of in service teacher education programme at secondary level and preparation of a report.

- Conduct interview with teachers / students / parents of different schools and prepare a report on problems of secondary education.

References:-

- Aggarwal, J.C. (1984), Landmark in the history of Modern India Education, Vikas Publication House, Angsor Road, New Delhi – 110002.
- Anderson, L.W., (1991), Increasing Teacher Effectiveness, Paris, UNESCO, International Institute for education planning.
- Arora, G.L. (2002), teachers and their Teaching Need for New Perspective, Ravi Books, New Delhi.
- Chaurasia, G. (1976), New Era in teachers education, New Delhi
- Dasgupta, D.N., (2004), Effective teaching techniques, Jaipur, Aavishkar Publishers.
- Dubbey, S.N. (2001), Education Scenario in India – 2001, Authors Press.
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- Panda, B.N., & Tewari A.D., (1997), teacher education, APH, New Delhi.
- Sharma, R.A. (2005), Teacher educational, Loyal Book Depot, Meerut.
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Master of Education (M.Ed.)

THIRD SEMESTER DETAILED SYLLABUS

PAPER – 301 (A)

ELEMENTARY EDUCATION

Objectives :-

- Understand the concept and objectives to enable the students to elementary of Education and the rationale for the Universalization of Elementary Education (UEE).
- Understand the programmes and interventions made by central and state governments for the realization of UEE.
- Understand the Institutions Systems and Structures at the Elementary School level.
- Examine the development of Elementary Education Policy in India after independence.
- Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
- Describe and discuss the Status, issues and concerns in Elementary Education.

Unit-I

Institutions Systems and Structures at the Elementary School level.

- a. Meaning, significance and structure of Elementary Education in India. Objectives of Elementary Education.
- b. Management and administration of Elementary schools.
- c. Role of local panchayats functions of primary schools.

Unit-II

Elementary Education in India after Independence.

- a. Elementary Education as envisaged in different education commissions and policies, Kothari Commission, NPE 1986 and its reviews, Yashpal Committee Report-NCF (2005), KCH (2007), NCFTE (2009).
- b. Basic rights of the child – Child rights legislation in India: National Policy on Children – 1974, Ratification of Child Right Conventions (1992), Juvenile Justice Act (1986) and its amendments (2000, 2006).
- c. Child Labour Prohibition and Regulation Act (1986) and the Protection of Children from Sexual Offences Act (2012). Present status of child rights in India.

Unit-III

Status, issues and concerns in Elementary Education.

- a. Hurdles faced in popularizing elementary education – lack of access, problems of non enrolment and retention – The drop out phenomenon and its causes.
- b. Problems of working children and disadvantaged groups.
- c. Quality of elementary schooling and learning achievement: Quality of the learner, learning environment, process, content and outcomes.

Unit-IV

Strategies and Programmes – Universal Elementary Education.

- a. Measures towards achievement of elementary education – Mid-day meals, meeting opportunity costs, attendance, scholarships.
- b. Improving the internal efficiency of the system: School mapping, managing learning in multi-grade contexts, dealing with learning problems of disadvantaged children.

- c. Dealing with out of school children – Alternative schooling, schemes and practices, the un-graded schools and multiple point entry – educating the girl child – imparting gender sensitivity.

Unit-V

Curriculum and Evaluation in Elementary Education.

- a. Principles of elementary school curriculum – objectives, planning and organization of curriculum.
- b. Evaluation in elementary level (principles, strategies and tools) – Term Evaluation (EE) and Continuous Evaluation (CE).
- c. The concept of negative marketing, evaluation of non cognitive outcomes, making objectives type test.

Assignments

- a. Collect newspaper evident related to violation of child rights. Analyze the evidence and suggest some measures to prevent it.
- b. Conducting an opinion survey for learning without burden.

References:-

- Anand, C.L. et. Al. (1989), The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- Bhatia & Bhatia (1989), The Philosophical and Sociological Foundation of Education, Doaba House, Delhi.
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- NCF 2005, NCERT: NEW Delhi
- NCTE (2009), NCF for Teachers education: New Delhi.
- Ottaway, A. K.C. (1955), education and Society, London, Routledge & Kegan Paul
- Rajput J.S., (1994), Universalisation of elementary education: role of the teacher, New Delhi.
- Rao, V.K. (2007), Universalization of elementary education, Indian publishing house, New Delhi.
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- Shukla S. & Krishna Kumar (1978), Sociological Perspective in education- reader, New Delhi.
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- Singh, L.C. (1990), teacher’s education in India, A resource book, New Delhi, Vikas Publication House.

- Shukla Subir (1999), A brief note of effects to address multi grade teaching in India, June, New Delhi.
- UNESCO (2004), A brief note of efforts to address multi grade teaching in India, Paris.
- UNESCO, World Declaration on Education for All Paris.

Master of Education (M.Ed.)

THIRD SEMESTER DETAILED SYLLABUS

PAPER – 301 (B)

PREPARATION OF SECONDARY & HIGHER SECONDARY TEACHERS : PRE-SERVICE AND IN SERVICE

Objectives :-

- To understand structure and modes of Pre-service teacher Education.
- To understand the organization of different components of teacher education curriculum.
- To understand concept and structure of in-service teacher education.
- To understand planning and organization of In-service teacher education.
- To understand evaluation and Assessment in teacher education.

Unit-I

Structure, Curriculum and Modes of Pre-service Teacher Education.

- a. Needs Roles and functions of school teachers.
- b. Pre-Service teacher Education needs Objectives and scope.
- c. Vision of teacher education curriculum as envisaged in NCERT and NCTE documents.

Unit-II

Organization of different components of teacher Education Curriculum.

- a. Organization, transaction and evaluation of different components of teacher education curriculum model practices.

- b. Transactional approaches for the skill and competency development courses. Micro teaching, simulated teaching, Models of teaching, Teaching in real classroom situation.
- c. Concept and scope of school based practicum and internship- objectives, organization and duration, Activities and experiences in Pre-internship, internship and post internship, Model Practices.

Unit-III

In-Service Teacher Education in India – Concept, Structure and Models.

- a. Concept, need for continuing professional development of teachers – Areas of professional development, purpose of in-service teacher education programme, orientation, refresher, workshop, seminar and conference – their meaning and objectives.
- b. Agencies of in-service teacher education local level, state level and national level agencies.
- c. Modes and models of in-service teacher education: Modes of in-service teacher education – Face to face and open distance learning mode, blended approach

Unit-IV

Planning and Organization of In-service teacher education.

- a. Planning in-service teacher education programme – context, purpose, duration and budget.
- b. Designing an in-service teacher education programme - Assessment of training, formulation of training curriculum, preparation of course materials, evaluation of curricular inputs.
- c. Organizing in-service teacher education programme – Common problems faced by teacher education institutions.

Unit-V

Education and Assessment in teacher education.

- a. Advantages and characteristics of continuous and comprehensive evaluation.
- b. Use of revised Bloom's Taxonomy in evaluation.
- c. Concept of negative marking, evaluation of non cognitive outcomes.

Assignment:

- Write a report based upon the comparative study of state and national curricula of pre-service teacher education.
- Critically review a research article in the field of teacher education and write implications for the practitioner.

Reference Books:-

- Bruce R Juice et al (2014), Models of Teaching (9th Edition), London, Pearson.
- Singh L.C. (Ed. 1990), teacher education in India, New Delhi, NCERT.
- Smith, B.D. (1980), A Design for a School of Pedagogy, U.S. Government, Washington, D.C.
- Furlong John (2013), Education an Anatomy of the Discipline, Routledge London.
- Sahoo P.K. et al (eds) (2010), Professionals in Teacher Education, New Delhi, Concept.
- Sahoo P.K. et al (eds) (2014), Quality Education in India, Vol I & II, New Delhi, Concept.
- Passi B.K. (eds) (1976), Becoming better teacher, Ahmedabad, Sahitya Mudranalya.
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- Flanders, N.A. (1970), Analyzing teaching Behavior, reading, Addison – Wesley, mass.
- Gardener, H. (1983), Frame of Mind, The Theory of Multiple intelligence, basic books, New York.
- NCTE (2009), Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
- NCTE (2014), Norms and Guidelines of Teacher Education Pragemmes, NCTE, New Delhi.
- NCTE (1979), Organization of Core Teacher Programme Packages, NCTE, New Delhi.

Master of Education (M.Ed.)

THIRD SEMESTER DETAILED SYLLABUS

PAPER – 302

METHODOLOGY OF EDUCATIONAL RESEARCH-II

Objective:-

The student will be able to

- Understand tool, design and procedure for collection of data.
- Understand and explain the method appropriate for a research study.
- Understand the construction and standardization of tools of educational research.
- Test specific hypotheses about populations based on sample data.
- Use appropriate procedure to analyze qualitative data.
- Understand regression and prediction in relation to correlation
- Test hypothesis based on a given situation using statistics.
- Understand the application of parametric tests and analysis of variance.

PART – A: Research Methodology

UNIT I

Techniques and Tools for Data Collection

- a. Interview, observations, sociometry, self reporting technique – Concept & Applicability.
- b. Tests, questionnaires, inventories, scales, checklist, schedules.

UNIT II

Methods of Educational Research

- a. Historical Research – Need and Significance.
- b. Descriptive Research – Surveys, Case Study, use and steps, ex-post facts research.
- c. Experimental Research – Need and significance, nature and steps. Types of experimental, design, Pre-experimental, Quasi experimental, True experimental.
- d. Qualitative Research – Meaning, steps and characteristics.

UNIT III

Preparation of a Research Proposal and Research Report

- a. Framework of the research Proposal – Preparation of a model research proposal with illustrative example.
- b. Preparation of a research reports, criteria for a good research report, evaluation of a report.

PART – B: Statistical Techniques

UNIT IV

Descriptive Techniques

- a. Measures of variability – Range, quartile deviation, standard deviation, their calculation and uses.
- b. The normal probability curve – its characteristics and applications.
- c. Co-efficient of correlation – calculation and uses of Rank difference Method and Karl Pearson. Product moment method of correlation.
- d. Regression equation – computation and application.

UNIT V

Inferential Statistics

- a. Basic ideas about inferential statistics, calculation of standard error of mean, testing the significance of difference between Means.
- b. One way analysis of variance.
- c. Non parametric test – chi-square as a non parametric test, its calculation.

Assignments:

- Computer Analysis of data.
- Prepare a power point presentation of a research proposal based on a selected problem.

References Books:-

Research Methodology

- Best J.W. (1999), Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Chawla, D & Sondhi, N. (2011), Research Methodology – Concepts and cases, New Delhi: Vikas Publishing House.
- Christensen: L, (2007), Experimental Methodology: Boston: Allyn & Bacon.
- Cohen: Lewis and Manion Lawrence (1994), Research Methods in Education New York: Holt Rinehart and Winston Inc.
- Flick, Uwe (1996): An Introduction to Qualitative research, London sage publication.
- Kaul, Lokesh (1984), Methodology of educational research, New Delhi, Vikas Publications.
- Keeves, John. P. (ed.) (1990), Educational Research Methodology and Measurement an International Handbook, New York, Bergamo Press.
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- Sharma, Bharti (2004), Methodology of Educational Research, New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003), Problems of Educational Research, New Delhi: Anmol Publications Pvt. Ltd.

Statistics

- Ferguson, G. (1981), A Statistical Analysis in Psychology and Education, New York, McGraw Hill.
- Garrett, H.E. & Woodworth, R.S. (1961), Statistics in Psychology and Education, New York, Longman Greens & Co.
- Guilford, J.P. and B. Fruchter (1987), Fundamental Statistics in Education and Psychology.

Master of Education (M.Ed.)

THIRD SEMESTER DETAILED SYLLABUS

PAPER – 303

TEACHER EDUCATION ISSUES AND CHALLENGES

Objective:-

- To understand historical perspective and approaches of teacher education.
- To understand the planning and recruitment of teacher's.
- To understand the structure and management of teacher's education.
- To understand the problems of pre-service teacher's education.
- To understand research and development of teacher education.

UNIT I

Teacher Education – as Professional Education.

- a. Teacher's education in India – Historical perspective.
- b. Approaches to teacher development – Traditional, Academic, personalistic, competency.
- c. NCTE: Structure and Function.

UNIT II

Selection and recruitment of Teachers.

- a. Planning for selection and recruitment.
- b. Selection criteria and modes of selection.

- c. Appointments terms and their service conditions (temporary, contract, permanent).

UNIT III

Structure and Management of Teachers education.

- a. Preparing teachers for different contexts of school education – State Level planning, Demand & Supply of qualified teachers at different stages.
- b. NCTE norms and standards for teacher education programmes at elementary level, secondary level and master degree level.
- c. Professional development of teacher.

UNIT IV

Issues in Teachers education.

- a. Problem of pre-service teacher education inadequate planning, privatization and commercialization, economics of teacher education.
- b. Teacher education, leadership, competencies in their planning, implementation and evaluation of pre-service and in-service teacher education programme.
- c. Issues related to enhancing teacher education competence, commitment and teacher performance.

UNIT V

Research and Development in Teacher education.

- a. Education of teacher educators – Preparatory programme and professional development of teacher educators.
- b. NAAC – NCTE – criteria for assessment of teacher education institutions.
- c. Code of ethics for teacher.

Assignment:-

- A review of researchers in any one areas of research in teacher education and write the policy implications.
- Describe any current practice in teacher education with its backgrounds.
- Write a report based upon the interview of in-service teachers to identify the problems faced by them.

BOOKS RECOMMENDED

1. Aggarwal, J.C.(1984) : Landmark in the History of Modern India Education, Vikas Publishing House, Ansari Road, New Delhi-110002.
2. Chaurasia, G.(1976) : New Era in Teacher Education, New Delhi.
3. Devedi, Prabhakar (1980): Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
4. Govt. of India (1966): Education and National Development, Report of Education Commission, New Delhi.
5. Govt. of India (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.
6. Govt. Of India (1986), National Policy of Education, Ministry of Human Resource and Development, New Delhi.
7. Khan, Mohd. Sharif (1983): Teacher Education in India and Abroad, Sheetal Printing Press, Karol Bagh, New Delhi-110005.
8. Kohli, V.K. (1992): Teacher Education in India, Vivek Publishers, Ambala.
9. Misra, K.S. (1993): Teachers and their Education, Associated Publication, New Delhi.
10. Mohanty, J.N.(1988) : Modern Trends in India Education, Deep and Deep Publication, New Delhi.

11. N.I.E.P.A. (1984) : Report on Status of Teachers, New Delhi.
12. Mohanty, J.N.(1993) : Adult and National Education, Deep and Deep Publication, New Delhi.

Master of Education (M.Ed.)

THIRD SEMESTER DETAILED SYLLABUS

PAPER – 304

PREPARATION AND PRESENTATION OF SYNOPSIS

Master of Education (M.Ed.)

THIRD SEMESTER DETAILED SYLLABUS

PAPER – 305

INTERNSHIP

It will be divided into three section

Part A. Observation of activities-

- Class room teaching
- Micro teaching practice
- Preparation of lesson plan
- Model Lesson
- Assembly
- Co curricular activities
- Seminar presentation
- Students counselling
- Community work
- Organization of In service education programme

Part B. Assisting B.Ed Students

- Assisting B.Ed. Students in lesson plan preparation
- Assisting B.Ed. students giving seminar preparation
- Assisting B.Ed. students in TLM preparation
- Assisting B.Ed. students in SUPW Activities
- Assisting B.Ed. Students in organizing exhibitions
- Assisting B.Ed. students in organizing community work.

Part C

- Interviews of pupil teachers, teacher educators, employees

Master of Education (M.Ed.)

FOURTH SEMESTER DETAILED SYLLABUS

PAPER – 401 (A)

GUIDANCE & COUNSELING

Objective:-

- To understand the meaning, nature and scope of guidance.
- To understand the essential guidance services.
- To understand the meaning and techniques of counselling.
- To understand the planning of guidance programme.
- To understand the Theories of vocational development.

UNIT I – Meaning and Areas of Guidance-

- a. Nature and Scope of guidance.
- b. Need for guidance at various level of education.
- c. Principles of guidance.
- d. Areas of guidance – educational guidance, vocational guidance, professional guidance and developmental guidance.

UNIT II

Understanding Counseling.

- a. Meaning & nature of counselling.
- b. Scope of counselling.
- c. Relationship between guidance and counselling.

- d. Counseling services – psychology of counselling, process and psychology climate of counselling, moral codes of counsellor.

UNIT III

Essential guidance services

- a. Personal data collecting services for individuals.
- b. Information services:-
- Information centre – its need
 - Collection of Information.
 - Maintenance of information
 - Dissemination of information.
- c. Group Guidance services:-
- Orientation of new students.
 - Special classes in guidance.
 - Career day and career conferences.
 - Field trips, Audio Visual shows and Hobby Clubs, etc.
- d. Placement service:-
- a. Educational placement, vocational placement.
 - b. Follow up service.
 - c. Research service for the improvement of guidance and counseling programme.

UNIT IV

Techniques of Counseling.

- a. Directive counseling – Analytical Theory.
- b. Non Directive counseling – client centered therapy.
- c. Yoga Therapy.
- d. Group Therapy.
- e. Play Therapy.

UNIT V

Familiarize with behavioral problems of students.

- a. Nature and causes of behavioral problems, concept of normality and abnormality.
- b. Under achievement – its causes, learning disabilities.
- c. Concept of stress – stress and its causes, consequences of stress, stress prevention.
- d. Promoting psychological well being and peace.
- e. Follow up guidance.

Assignment:-

1. Identification of the causes for counseling from a nearby school by discussing with teachers.
2. Conduct a survey of the problems that are most prevalent in schools.
3. Prepare a detailed outline of a class task on need for guidance services in schools.

References:-

- Aggarwal J.C., (2008), Essentials of educational psychology, 2nd Edition, New Delhi, Vikas Publishing House Pvt. Ltd.
- Belkin, G.S. (1988), Introduction to Counseling, W.G. Brown Publishers.
- Bhatnagar, Asha and Gupta, Nirmala (eds) (1999), Guidance and Counseling, Vol – I, A Theoretical Perspective, New Delhi, Vikas Publishing House Pvt. Ltd.
- Bhatnagar, Asha and Gupta, Nirmala (eds) (1999), Guidance and Counseling, Vol – II, A Practical Approach, New Delhi, Vikas Publishing House Pvt. Ltd.
- Carson, R.C., Butcher and Mineka S. (1996), Abnormal Psychology and Modern Life, 10th Edition, Harper Collins.
- Comer, R.J., (2008), Fundamentals of Abnormal Psychology, 5th Edition, New York, Worth Publishers.

- Corey, G. (1996), Theory and Practice of counseling and psychotherapy, Brooks / Cole Publishing Co., London.

Master of Education (M.Ed.)

FOURTH SEMESTER DETAILED SYLLABUS

PAPER – 401 (B)

MEASUREMENT & EVALUATION

Objective:-

- To understand the meaning, nature and need for measurement & evaluation.
- To understand achievement test and its standardization.
- To understand the measurement and its functions of different tests.
- To understand personality and its theories.
- To understand intelligence and creativity.

UNIT I

Meaning, nature and need for measurement

- a. Meaning and nature of educational measurement.
- b. Need for measurement in guidance.
- c. Meaning of evaluation, tools of evaluation.
- d. Difference between measurement and evaluation.

UNIT II

Construction of Test

- a. Construction and standardization of an achievement test.
- b. Characteristics of a good measuring rod.
- c. Evaluation of reliability and validity.

UNIT III

Measurement and functions of different tests

- a. Attainment and diagnostic test – their difference and functions.
- b. Measurement of aptitude, attitude and interest.

UNIT IV

Personality and its Measurement

- a. Meaning & determinants of personality.
- b. Theories personality – psycho analytic theory, trait theory and type theory.
- c. Measurement of personality.

UNIT V

Intelligence and creativity

- a. Definition and theories of intelligence, Two factor theory, Hierarchical theory, group factor theory, (PMA) Structure of Intellect.
- b. Creativity – definition and nature of creativity, programme for fostering, creative potential.
- c. Measurement of Aptitude and attitude.

Assignments:-

Students would perform experiments or tests related to-

- **Personality**
- **Intelligence**
- **Creativity**

References:-

- Chauhan, S.S. : Advanced educational psychology, New Delhi, Vikas Publishing House.
- Dr. Asthana Guptas and Asthana Nidith (20th edition), Research Methodology, Agarwal Publication, Jyoti Block, Sanjay Place, Agra
- Gilfood, J.P. (1956), Fundamental od statiostics in Psychology and Education, New York, McGraw Hill Co.
- Learn J.C. (1969), Research for Tomorrow School, Mc Milan Company, National Academy of education.
- Pandey Ram Shakal, (2007), Educational Psychology, Vani Publications, Dariya Ganj, New Delhi.
- Asthana Bijons, Measurement and Evaluation of Psychology and Education.
- Gupta, M.P. & Gupta Mamta: Educational Psychology (2012) MBD Publication, Jallandhar.

Master of Education (M.Ed.)

FOURTH SEMESTER DETAILED SYLLABUS

PAPER – 401 (C) SPECIAL EDUCATION

Objective:-

After completing the course, the student will be able :

- To understand the students with the concepts of exceptionality and special education
- To familiarize with the concept of superior child.
- To understand meaning and characteristics of creative child.
- To develop skills to identify emotionally disturbed child.
- To understand educational and training programme for them.

Unit – I

- a. Special Education – Concept, nature, objectives and historical perspectives.
- b. Classification of exceptional children, relevance of special education.

Unit – II

Superior Child – Meaning and definition of superior child, types of children – gifted, genius and talented. Their identification, characteristics, problems and educational programme for them.

Unit – III

Creative Child – Meaning and definition, Their personality, characteristics and identification, educational programme for creative children.

Unit – IV

Mentally Retarded Children – Meaning, characteristics, their problems and prevention.

Unit – V

Learning Disabled and Emotionally Disturbed Child – Concept, Nature, Causes and identification of these children. Teaching strategies, educational and training programme for them. Treatment of emotionally disturbed children.

Assignments:-

- Conduct interview with teachers & students and parents of different schools and prepare a report on problems of special children.
- Prepare an educational programme for mentally retarded and creative children.
- Preparation of a tool to identify creative or gifted children in the class room.

References:-

1. Hallahan, D.P. & Kauffman, J.M. (1991): Exceptional Children—Introduction to Special Education, Allyn & Bacon, Massachusetts.
2. Frank, M.H. & Steven, R.F. (1984): Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts.
3. Kirk, S.A. & Gallagher, J.J. (1989): Education of Exceptional Children, Houghton Mifflin Co., Boston.
4. Berdine, W.H., Blackhurst, A.E. (eds.) (1980): An Introduction to Special Education, Little, Brown and Company, Boston.
5. Ysseldyke, J.E. and Algozzine, B. (1998): Special Education, New Delhi, Kanishka Publishers, Distributor.

6. Hans, I.J. (2000): Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.).
7. Advani, L. & Chadha, A. (2003): You and your special Child, New Delhi: UBS publishers and Distributors
8. Encyclopedia of special Education (1987): Vol.1, 2, 3 edition Cecil.R. Reynolds and Lester Mann, New York: John Wiley and Sons.
9. Panda, K.C. (1997): Education of Exceptional Children, New Delhi: Vikas Publication House.

Master of Education (M.Ed.)

FOURTH SEMESTER DETAILED SYLLABUS

PAPER – 402 (A)

EDUCATIONAL ADMINISTRATION

Objective:-

- To understand meaning, function and theories of educational administration and management.
- To understand educational planning and its approaches.
- To understand problems of educational finance and privatization.
- To understand educational leadership and its theories.
- To understand constitutional provision and role of central, state and local bodies in education.

Unit – I

Educational Administration

- a. Meaning and nature of educational administration and management.
- b. Functions of administration and management.
- c. Theories of administration and management.

Unit – II

Educational Planning

- a. Meaning and nature of educational planning.
- b. Approaches to educational planning.
- c. Kinds of educational planning, institutional, strategic, operational, manpower planning.

Unit – III

Finance and Education

- a. Problems of educational finance.
- b. Source of income and items of expenditure at secondary level.
- c. Privatization of school education.

Unit – IV

Educational Leadership

- a. Meaning and nature of educational leadership.
- b. Leadership theories – trait, behaviour, contingency, transformational.
- c. Role of educational administrator (teacher & principal).

Unit – V

Educational Authorities in India

- a. Role of centre, state and local bodies in educational administration.
- b. Constitutional provisions, centre state relations on education.
- c. Role of private enterprises, their limitations and remedial measures.

Assignments:- (Any one of the following)

- Student will prepare an institutional profile.
- Measurement of leader behavior.
- Planning for an institutional aspect.

References:-

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Master of Education (M.Ed.)

FOURTH SEMESTER DETAILED SYLLABUS

PAPER – 402 (B)

EDUCATIONAL TECHNOLOGY

Objectives:-

- To understand meaning, types and scope of educational technology.
- To understand information and communication technology.
- To understand models of teaching and learning technology.
- To understand programmed learning and computer assisted learning.
- To understand instructional strategies and task analysis.

Unit – I

Meaning and scope of Educational technology

- a. Concept, scope and principles of educational technology.
- b. System approach as applied to educational technology.
- c. Components of educational technology.

Unit – II

Information and Communication technology

- a. Information – meaning, information and knowledge, types of information.
- b. Process of communication, modes and types of communication.
- c. Effectiveness of communication in teaching.

Unit – III

Models of teaching and learning technology

- a. Concept of models – glasser, Bloom, Schmann, Ausubel .
- b. Modification of teaching behavior – micro teaching and Flanders’s interaction analysis.
- c. Teaching at different levels – memory, understanding.

Unit – IV

Programmed Learning

- a. Linear, branching and mathetics.
- b. Development of programmed learning material.
- c. Computer assisted learning.

Unit – V

Designing Instructional System

- a. Formulation of instructional objectives
- b. Task analysis.
- c. Designing of instructional strategies such as team teaching, discussion, seminars and tutorials.

Assignments:- (Any One)

- Visit a place of technological interest and present the report.
- Prepare a programmed learning design.

References:-

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- Das, R.C. (1993): Educational Technology: A Basic Text, New Delhi, Sterling Publishers.
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FOURTH SEMESTER DETAILED SYLLABUS

PAPER – 402 (C) **CHILD PSYCHOLOGY**

Objective:-

To enable the students

- To understand the development of child and methods of child study.
- To understand the process of growth.
- To understand the problems of child personality.
- To understand techniques of guidance.
- To understand child adjustment and mental hygiene.

Unit – I

Child Development

- a. Child development and modern education.
- b. The methods of child study, school and child.

Unit – II

Growth and Development

- a. Principles of growth and development.
- b. Physical, motor, mental, emotional, social and moral development.

Unit – III

Personality and Treatment

- a. Development of the Child's personality.
- b. Problems and treatment.

Unit – IV

Techniques and Organization of Guidance

- a. Areas, Agencies and techniques of guidance.
- b. Organization of Child guidance clinics, their possibilities in India.

Unit – V

Child Adjustment and Mental Hygiene.

- a. Adjustment problems of Child – causes and cures
- b. Assessment of personality and mental Hygiene.

Assignment:-

- Case students
- Administration of psychological tests.
- Personality test.
- Adjustment test.

References:-

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FOURTH SEMESTER DETAILED SYLLABUS

403- DISSERTATION

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FOURTH SEMESTER DETAILED SYLLABUS

403- VIVA- VOCE

- Meenakshi Sharma : Methodology of Edlpes I Meerut College, Meerut.