

**CURRICULUM AND SYLLABI
FOR
MASTER OF EDUCATION PROGRAMME
(ONE YEAR - TWO SEMESTER)
DEVI AHILYA VISHWAVIDYALAYA, INDORE**

OBJECTIVES:

1. To develop among students a clear understanding and application ability of educational psychology.
2. To train educational researchers.
3. To foster creative thinking among prospective teacher educators.
4. To acquaint future educator with the factors and forces (within the school and outside) affecting educational system and classroom situation.
5. To enable them to utilize community resources for conducting research.
6. To develop communication skills and ability to use Information and Communication Technology for Research and Teaching.
7. To develop competency to undertake independent Research in Education.
8. To foster in them a desire for life-long learning and research.

Eligibility Criteria: As per M. P. SCERT and NCTE norms.

Mode & Duration of the Course: M. Ed. Programme will be regular. Its duration will be of **TWO SEMESTER** starting from 1st July to 10 May.

SEMESTER - I: COURSES OF STUDY and MARKING SCHEME

Paper	Title	Internal Examination	External Theory Examination	External Practical Examination
I	PHILOSOPHY AND SOCIOLOGY OF EDUCATION - I	-----	100	-----
II	ADVANCED EDUCATIONAL PSYCHOLOGY – I	-----	100	-----
III	EDUCATIONAL RESEARCH AND STATISTICS - I	-----	100	-----
IV	DISSERTATION	-----	-----	50
V	ELECTIVE – I	-----	100	-----
VI	ELECTIVE – II	-----	100	-----

SEMESTER II

SEMESTER - II: COURSES OF STUDY and MARKING SCHEME

Paper	Title	Internal Examination	External Theory Examination	External Practical Examination
VII	PHILOSOPHY AND SOCIOLOGY OF EDUCATION - II	-----	100	-----
VIII	ADVANCED EDUCATIONAL PSYCHOLOGY – II	-----	100	-----
IX	EDUCATIONAL RESEARCH AND STATISTICS - II	-----	100	-----
X	DISSERTATION	-----	-----	100
XI	ELECTIVE – I	-----	100	-----
XII	ELECTIVE – II	-----	100	-----

NOTE:

- ? To pass in each Theory paper, the candidate should get 36 % marks in each paper and to pass in each practical, the candidate should get 50 % marks in each practical.
- ? Candidates should pass both in Theory and Practical separately. To pass in Theory, the requisite aggregate is 40% and to pass in Practical, the requisite aggregate is 50%. To pass on the whole, a candidate must get in both Theory and Practical an aggregate of 50%. First Division will be given to those candidates who get 60% and above in aggregate. Second will be given to those candidates who get equal to 50% but less than 60% aggregate.
- ? For Dissertation, maximum of **FIVE students can be guided by a qualified M.Ed. Faculty.**
- ? For evaluating the Dissertation not more than fifteen students per examiner be given. The same external examiner will check the written Proposal / Report and conduct the Viva-voce in both semesters. Marks are to be given only by the **EXTERNAL EXAMINER directly to the University.**
- ? **Those students who will not appear in the FIRST SEMESTER examination will not be allowed to go in the SECOND SEMESTER.**

- ? **The Candidate is allowed to carry any TWO papers. The examination of Odd Semester Carry papers will be only in the Odd Semester and that of Even Semester be in Even Semester. To pass the carry papers, a candidate will get ONE Chance only.**

M.Ed. SEMESTER - I

PAPER - I : Philosophy of Education : Conceptual Framework - I
PART – A

Objectives:

- ? To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- ? To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- ? To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- ? To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.

CONTENTS:

UNIT I: (a) Meaning, scope and role of philosophy of education. (b) Definition: Purpose, types and techniques of defining.

UNIT II: Process of building theory: Concepts of proposition, assumption, types of inference and logical structure of theory. Concept of theory of education and philosophy of education.

UNIT III: Philosophical analysis of the discourse in education: Concepts (Education, Teaching, Freedom, Discipline, Equality), Propositions and Theories.

References:

- ? Agrawal, S.K.: Shiksha Ke Darshanik Evam Samaj Shastriya Siddhant. Meerut: Modern Publishers, 1981.
- ? Bulford, T.O.: Toward a Philosophy of Education. New York: Holt Rinehart, 1969.
- ? Cohen, Brenda: Educational Thought: An Introduction. London: MacMillan Co., London, 1969.
- ? Cohen, M.R. and Nagle, E.: Introduction to Logic and Scientific Method. Delhi: Allied Publishers, 1984.
- ? Conne, D.J.: Introduction to Philosophy of Education. London: Routledge and Kegan Paul.
- ? Copi, I.M.: Introduction to Logic. London: MacMillan Co., 1968.
- ? Hirst, P.: Logic of Education. London: Routledge and Kegan Paul, 1983.
- ? Kneller, G.F. (Ed.): Logic and Language of Education. New York: John Wiley and Sons, 1966.
- ? Mertzner, W.P. et al.: Dimensions of Academic Freedom. University of Illinois Press, 1969.
- ? Moore, T.W.: Educational Theory: An Introduction. London: Routledge and Kegan Paul, 1974.

- ? Nash, Paul: Authority and Freedom in Education. New York: John Wiley and Sons, 1966.
- ? Oad, L.K.: Shiksha Ki Darshanic Prashtbhoomi. Jaipur: Rajasthan Hindi Grantha Academi, 1973.
- ? Pandey, R.S.: Shiksha Darshan. Agra: Vinod Pustak Mandir, 1979.
- ? Park, J.: Selected Readings in Philosophy of Education. MacMillan, London, 1964.
- ? Peters, R.S.: Ethics and Education. London: George Allen and Unwin, 1970.

M.Ed. SEMESTER - I

PAPER – I: Sociology of Education - I PART - B

Objectives:

- ? To enable the students to understand the sociological perspectives in education.
- ? To equip students with the basic terms and concepts of the subject.
- ? To make students aware about the relationship and impact of society, economy, polity/politics, religion and culture on education.
- ? To acquaint students with the role of family, community, politics and economy exerted on education/schools in India.
- ? To make the students conscious about the ramifications of the constitutional ideal of protective discrimination and importance of social justice and development of the Indian nation.
- ? To enable the students to understand the relevance themes and related literature in the area.

Contents:

UNIT I: Sociological perspectives in Education

- Meaning, nature, scope and approaches of sociology as well as its relationship with education (Special reference to Emile Durkheim, John Dewey, K. Mannheim and T. Parsons)
- Basic concepts of sociology and education.
- Meaning and nature of educational sociology, sociology of education and New sociology of education.
- Status and development of sociology of education in the West and in India.
- Researches in sociology of education in Indian.

UNIT II: Education in relation to: Society, Economy, Polity/Politics, Religion and Culture.

UNIT III: Sociology of Education in India: Education and the family education and the community, Concept of the community Schools ; Politics and Education; Economy and Education.

UNIT IV: Protective Discrimination and Education : Constitutional Ideals – Social equity and equality of educational opportunities – education for socially and economically disadvantaged section of the society with special reference to SC/ST/OBC/Women/rural population.

References:

- ? Anderson, W.A. and Parker, F.B.: Society – Its Organization and Operation. New Delhi : Affiliated East West Press (Pvt. Ltd.), 1966.
- ? Bell Robert R. (Ed.): The Sociology of Education: A Source Book. Dossey Press, Haramood, Illinois, 1962.
- ? Bernbanum, Gerald: Knowledge and Ideology in Sociology of Education. London: McMillan Press, 1977.
- ? Blackledge, David and Hunt, Barry: Sociological Interpretations of Education. London: Croom Helm, 1985.
- ? Brown, F.J.: Educational Sociology. New York: Prentice Hall Inc., 1961.
- ? Bruner, J.S.: The Process of Education. Delhi: Atmaram and Sons, 1964.
- ? Cook, L.A. and Cook, E.E.A.: Sociological Approach to Education. New York: McGraw Hill, 1960.
- ? Gore, Desai and Chitnis (Eds.): Papers in the Sociology of Education in India. New Delhi: NCERT, 1967.
- ? Mannheim, K. and Steward, W.A.C: An Introduction to Sociology of Education. London: Routledge and Kegan Paul, 1962.
- ? Ottaway, A.K.C.: Education and Society. London: Routledge and Kegan Paul, 1955.
- ? Parsons, T.: The Social System. New York: Free Press, 1951.
- ? Ruhela, S.P. (Ed.): Social Development of Educability in India. Delhi: Jain Brothers, 1969.
- ? R.G. Burgess: Sociology, Education and Schools: An Introduction to the Sociology of Education. London: B.T. Bastford Ltd., 1986.
- ? S. Shukla and K. Kumar (Eds.): Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications, 1985.
- ? Yogendra Singh: Social Stratification and Change in India. New Delhi: Manohar Book Services, 1977.

M.Ed. SEMESTER - I

PAPER – II: Advanced Educational Psychology - I

Objectives:

- ? To acquaint students about various theories of learning and their educational implications.
- ? To develop insight into various theories of learning so as to improve teaching.
- ? To acquaint students with the theories of personality.
- ? To familiarize students with adjustment and mental health.

Contents:

UNIT I: Pavlov's Classical Conditioning: Setting Up Conditioned response. Extinction, Spontaneous Recovery, Generalization and Discrimination, Types of Classical Conditioning and Educational Implications.

Skinner's Operant Conditioning: Operant experiment, Extinction, Spontaneous Recovery, Generalization and Discrimination, Types of Reinforcement, Schedule of Reinforcement and Educational Implications.

UNIT II: Gagne's Hierarchy of Learning and its Educational implications. Thorndike's Trial and Error Learning Experiment, Laws of Learning, and Educational Implications.

UNIT III: Transfer of Learning: Concept, Types its theories. Educational Implications. Insight learning: Experiment by Kohler and Educational Implications of Insight Learning.

UNIT IV: Personality Theories: Types of theories: Galen Kretchmer, Sheldon, Spranger Trait Theories: Allport, Cattell, Eysenck and Educational implications of these theories. Measurement of Personality: Questionnaire, Inventories and Projective Techniques.

UNIT V: Mental health and Hygiene: Process of adjustment, School adjustment, Conflicts and defense – Mechanism, Mental hygiene, and Educational implications.

Experiments :

The students would perform Experiments and Tests related to:

1. Classical Conditioning
2. Operant Conditioning
3. Adjustment
4. Transfer of Training
5. Personality

References:

- ? Allport, G.W.: Personality. New York: Holf, Rinehart and Winston, 1937.
- ? Arkoff, Abe: Adjustment and Mental Health. New York: McGraw Hill Book Company, 1968.
- ? Cattell, R.B.: Description and Measurement of Personality. Yonkers: Word Book Compay, 1946.
- ? Chauhan, S.S.: Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd., 1998.
- ? Dandpani, S.: A Textbook of Advanced Educational Psychology. New Delhi: Anmol Pvt. Ltd., 2000.
- ? Dash, M.: Educational Psychology. New Delhi, 1991.
- ? Flaherty, Charles, E. et al.: Learning and Memory. Chicago: Rand McNally College Publishing Company, 1977.
- ? Garne,R.M: The Conditions of Learning. New York: Holt Rinehart and Winston, 1965.
- ? Hilgard, Ernest R. and Bower, Gardon, H.: Theories of Learning. New Delhi : Prentice Hall of India Pvt. Ltd., 1977.
- ? Kundu, C.L. and Tutoo, D.N.: Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd., 2000.
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- ? Ormrod, J.E.: Human Learning – Principles, Theories and Education Implications. New York: Merrill Publishing Company, 1990.
- ? Rao, S.N.: Educational Psychology. New Delhi: Wiley Eastern Ltd., 1990.
- ? Pal, H.R. and Sharma, K.: Prayogik Grih Manovigyan and Mav Vikas. Agra: Star Publications, 1990.
- ? Woodworth, R.S. and Schloberrg: Experimental Psychology. New Delhi: Oxford and IBH Publishing, 1971.

M.Ed. SEMESTER – I

PAPER – III: Educational Research and Statistics- I

Objectives:

- ? To make students aware of importance and need of research in education.
- ? To make them familiar with the nature of research.
- ? To make students learn the reasoning and its use in research.
- ? To train students in selecting the suitable problem.
- ? To make students familiarize with the steps of research proposal and train them in formulating the research proposal.

Contents;

UNIT I : Scientific Method, Educational Research – definition, characteristics, types, steps. Approaches to Inquiry : qualitative versus quantitative. Variable-definition, types: Independent and dependent, continuous and discontinuous, intervening and concomitant. Related literature and its role in Educational Research.

UNIT II : Hypothesis : definition, characteristics, stating the hypothesis. Types: Research Hypothesis, Statistical hypothesis (Null and Directional), and Operational Hypothesis. Testing of Hypothesis, Concept of level of Significance and degree of freedom, One Tailed Test and Two Tailed test, Types of Error-Type I and Type II.

UNIT III : Population and Sample – Definition and difference. Importance of Sampling; Sampling Techniques – Purposive Sampling, Systematic Sampling, Random Sampling, Stratified Sampling, Cluster Sampling, and Multi-stage, Sampling: Size of Sample, Sampling Error and Avoidance of Sampling Bias.

UNIT IV : Tools of measurement, difference between measurement and assessment, characteristics of Tools – Reliability, Validity, Sensitivity; Types of Tool-Test, Scale. Interview Schedule; Steps of developing tools; Criteria of selection of Tools.

UNIT V : Understanding basic educational statistics : averages & variability measures and correlation. Scales of measurement - Nominal, Ordinal, Interval and Ratio

UNIT VI : (a) Normal probability and its applications. Sampling distribution of mean, setting confidence intervals for population mean. (b) Test of significance of difference between means of independent and correlated samples of different sizes.

UNIT VII : (a) Analysis of Variance (ANOVA) : One-Way and Two-Way with equal and unequal cell size. (b) Analysis of Covariance (ANCOVA) – One-Way and Two-Way: Assumptions, Calculations, & interpretations.

References :

- ? Ary, D., Jacobs, L.C. and Razanch, Asghan, Introduction to Research in Education. New York: Holt Rinehart, 1972.
- ? Best, J.W.: Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
- ? Buch, M.B. (Ed.): A Survey of Research in Education in India. Baroda: Centre of Advance Study in Education, M.S. University of Baroda, 1974.
- ? Buch, M.B. (Ed.): Second Survey of Research in Education (1972-1978). Baroda: Society for Educational Research and Development, 1979.
- ? Buch, M.B. (Ed.): Third Survey of Research in Education (1978-1983). New Delhi: NCERT, 1986.
- ? Ebel, R.L.: A Guide to Educational Research. Boston: Allyn and Bacer Inc., 1965.
- ? Fox, D.J.: The Research Process in Education. New York: Holt Rinehart and Winston Inc., 1969.
- ? Furlong, Nancy E. and Others: Research Methods and Statistics – An Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.
- ? Gay, L.R.: Educational Research – Competencies for Analysis and Application. New Jersey: Prentice – Hall, Inc., 1996.
- ? Gage, N.L.: Handbook of Research on Teaching. Chicago: Rand McNelly and Co., 1963.
- ? Ghosh, B.B.: Scientific Method and Social Research. New Delhi: Sterling Publishers Pvt. Ltd., 1982.
- ? Good, C.V.: Essential of Educational Research: Methodology and Design. New York: Appleton Century Crofts, 1941.
- ? Healey, Joseph F.: Statistics – A Tool for Social Research. Belmont, C.A. : Wadsworth Publishing Company, 1999.
- ? Helmstadter, G.C.: Research Concepts in Human Behaviour, Education, Psychology, Sociology. New York: Meredith Corporation, 1970.
- ? Husen, T. and Postlethwaite, T.N.: The International Encyclopedia of Education (Vols. 1 to 10) Research and Studies. Britain: Perguman Press, 1985.
- ? Johnson, Richard A. and Tsui, Kam-Wah: Statistical Reasoning and Methods. New York: John Wiley and Sons, INC., 1998.
- ? Kerlinger, Fred, N.: Foundations of Behavioural Research. Delhi: Surjeet Publication, 1978.
- ? Linguist, E.F.: Statistical Analysis in Educational Research. New Delhi: Oxford and IBH Publishing Co., 1968.
- ? McGrath, J.H.: Research Methods and Designs for Education. International Book Company, 1970.

- ? Mitzel, H.E.: Encyclopedia of Educational Research (Vols. 1 to 4). New York; The Free Press, 1982.
- ? Mouly, George, J.: The Science of Educational Research. New Delhi: Eurasia Publishing House Pvt. Ltd., 1964.
- ? Popper, K.R.: The Logic of Scientific Discovery. Routledge and Kegan Paul, 1959.
- ? Kunker, P.J. and McGrath, J.E.: Research on Human Behaviour – A Systematic Guide to Method. New York: Holt Rinehart and Winston Inc., 1972.
- ? Sharma, B.A., Prasad, R.D. and Satyanaryan, P.: Research Method in Social Sciences. New Delhi: Sterling Publishers Pvt. Ltd., 1985.
- ? Sidhu, K.S.: Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd., 1985.
- ? Siegel, Sidney: Nonparametric Statistics for the Behavioural Sciences. New York: McGraw Hill Book Company, 1988.
- ? Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: Prentice Hall, 1990.
- ? Travers, R.M.W.: An Introduction to Educational Research. New York: The McMillan Publishing Company, 1986.
- ? Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers, 1978.
- ? Wittrock, M.C.: Handbook of Research on Teaching. New York: McMillan Publishing Company, 1986.

M.Ed. SEMESTER - I

PAPER V / VI: Guidance and Counselling

Objectives:

- ? To make students understand the meaning and definition of guidance and counselling.
- ? To make them familiar with the need of guidance in general and with special reference to Indian cultural background.
- ? To make students aware of the nature and scope of guidance.
- ? To help students in understanding the foundations of guidance.
- ? To help students to learn relationship of guidance and counselling.
- ? To make students familiar with the tools and techniques in guidance and counselling.
- ? To help students in knowing about the individual and his environment.
- ? To make students learn about the adjustment mechanisms.

- ? To make students aware about the world of work and world of education.
- ? To make students aware about the needed competencies for various vocations.
- ? To enable students to organize guidance programs at various levels.
- ? To develop students for proper educational and vocational planning.
- ? To make students familiar with different referral services.

Contents:

UNIT I: Guidance and Counselling – Meaning and definition. Need – General and with special reference to Indian cultural background. Nature and scope of Guidance. History of Guidance services in India and West specially USA and UK.

UNIT II: Fundamentals of Guidance, Philosophical, Sociological and Psychological foundations of Guidance. Aims and principles of Guidance. Relationship of Guidance and Education.

UNIT III: Tools and Techniques of Guidance and Counselling – Testing and Non-testing techniques. Records, Scales, Tests, Inventories and Interview, Theories of Counseling.

UNIT IV: Understanding the individual and his environment – Nature of individual's Personality. Individual differences. Adjustment – Meaning and mechanisms. World of work and world of education. Educational and Vocational planning and its role in the development of Nation. Needed competencies for various vocations/professions.

UNIT V: Organization of Guidance programs at various levels – Secondary, and College levels.

- Need for a practical program of services
- Basic services of Guidance and Counselling
- Role of various personnel and agencies in an organized program of services
- Referral services – special and community

Any **ONE** Activity from, but not limited to, the following:

1. Testing – Scoring and interpretation
2. Interview of referral personnel
3. Preparation of anecdotal/cumulative record
4. Counseling of problem child
5. Reporting of available courses after +2 stage

References:

- ? Bernard, H.W.: Towards Better Personal Adjustment. New York: McGraw Hill Book Co., 1957.
- ? Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. 1: A Theoretical Perspective. Vikas Publishing House Pvt. Ltd., New Delhi, 1999.
- ? Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. II: A Practical Approach. Vikas Publishing House Pvt. Ltd., New Delhi, 1999.
- ? Cattle, C. and Downie, N.M.: Procedures and Preparation for Counselling. Englewood Cliffs, New Jersey, 1960.
- ? Crow, L. and Crow, A.: Introduction to Guidance. Eurasia, New Delhi, 1962.
- ? Geldard, K. and Geldard, D.: Counseling Children – A Practical Introduction. Sage Publications, New Delhi, 1997.
- ? Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance. Prentice Hall, New Jersey, 1995.
- ? Goldman, L.: Using Tests in Counselling. Appelton Century Crofts, New York, 1971.
- ? Holland, J.: The Psychology of Vocational Choice. Waltham Mass, The Blaisdell Publication Co., 1966.
- ? Jayaswal, S.R.: Guidance and Counselling. Lucknow: Prakshan Kendra, 1985.
- ? Jones, A.J.: Principles of Guidance. New York: McGraw Hill Book Co. Inc., 1951.
- ? Kochhar, S.K.: Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling Publishers, 1977.
- ? Mc Daenial, H.B.: Reading in Guidance. New York: Holt, Rinehart and Winston, 1959.
- ? Myers, G.E.: Principles and Techniques of Vocational Guidance. New York: McGraw Hill Book Co. Inc., 1941.
- ? Nayak, A.K.: Guidance and Counselling. New Delhi : APH Publishing Corporation, New Delhi, 1997.
- ? Peterson, J.V. and Nisenholz, B.: Orientation to Counselling. Allyn and Bacon, Boston, 1995.
- ? Sharma, R.A : Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot, 2001.
- ? Super, D.E.: Psychology of Careers. New York : Harper and Brothers, New York, 1957.
- ? Taneja, V.B.: First Course in Guidance and Counseling. Chandigarh: Mohindra Capital, 1972.

M.Ed. SEMESTER - I

PAPER V / VI: Educational Technology

Objectives:

- ? The students will understand the concept of Educational Technology.
- ? They will develop competency in managing classroom teaching among themselves.
- ? Students would be in position to apply System Approach for solving educational problems.
- ? Students will be able to understand the role of Mass Media.
- ? Students will be able to develop scripts for Televisions and Radio.
- ? Students will be acquainted with different types of Instructional Material.
- ? Students will be able to implement different strategies for teaching at different levels.
- ? Students will be familiarized with Computer Assisted Instruction and Web Based Instruction.

Contents:

UNIT I: Educational Technology – Its meaning, nature and scope, approaches of Educational Technology - Hardware approach, Software approach and System approach.

UNIT II: System Approach – Definition, Characteristics and Advantages, Designing and Analyzing System. Implementation of System Approach in Education

UNIT III: (i) Programmed Learning Material – Meaning, Psychological foundation of PLM, Linear, Branching and Mathetics programming: their advantages and limitations. Prompts – formal and thematic, (ii) Computer Assisted Instruction, Web Based Instruction – Meaning, advantage and disadvantages.

UNIT IV: Teaching Technology – Stages of Teaching: Pre-active, Interactive and Post- active. Teaching at different levels: Memory, Understanding and Reflective levels.

UNIT V: Mass Media – Educational TV and Radio as mass media. Development of ETV and E Radio programs. Script writing with special reference of photography – slow motion, fast motion and micro photography. Animation: advantages, disadvantages, and uses.

Activity (Any ONE of the following.)

- i. Script Writing – One script for TV.
- ii. Preparation of two slides on power point showing animation.

References:

- ? Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- ? Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986.
- ? Chouhan, S.S.: Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi, 1973.
- ? Chouhan, S.S.: Textbook of Programmed Instruction, Sterling Publication, New Delhi, 1982.
- ? Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.
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- ? Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
- ? Mohanty, J.: Educational Broadcasting, Sterling Publishers, New Delhi, 1984.
- ? Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.
- ? Sharma, A.R.: Educational Technology, Loyal Book Depot, Meerut, 1982.
- ? Sharma, A.R.: Programmed Learning, Loyal Book Depot, Meerut, 1982.
- ? Wilson, Bob: The Systematic Designs of Training Courses, Parthenon Publishing, U.S.A., 1987.

M.Ed. SEMESTER - I

PAPER V / VI: Educational Administration

Objectives:

- ? To acquaint students with the emerging concept of Educational Administration.
- ? To help students to understand the various factors which affect the character of educational administration.
- ? To acquaint students with issues in educational administration..

Contents:

UNIT I: Changing concepts of Educational Administration, efficiency versus human relations - controversy, Process of administration.

UNIT II: Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic).

UNIT III: Issues in Educational Administration – Center, state and local bodies, centralization and decentralization in India, state and private enterprise, existing problems of administration in India, external controls and internal controls, equalization of educational opportunities.

UNIT IV: Educational Supervision – Concept, scope and object of supervision, principles, methods and procedures, evaluating effectiveness of supervision.

UNIT V: Programme for professionals, growth of teachers and improvement of instructional program.

References:

- ? Ayer, F.C.: Fundamentals of Instructional Supervision. New York: Harper and Row, 1914.
- ? Barr, A.S., Burton, W.H. and Brueckner: Supervision. New York: Appleton Century Crafts, 1947.
- ? Chandrakant, L.S. et al.: Educational Administration - What it Means. Delhi: Ministry of Education, 1957.
- ? Charters, W.W. Jr. et al.: Perspective on Educational Administration and the Behavioral Science. University of Oregon, Centre of Advanced Study of Educational Administration, 1965.
- ? Dull, L.E.W.: Criteria for Evaluating the Supervision Programme in School. System Findlay, Ohio, 1960.
- ? Hicks, H.J.: Educational Supervision in Principle and Practice. New York: The Ronald Press Company, 1960.
- ? Mort, P.R.: Principles of School Administration. New York: McGraw Hill Book Company Inc., 1946.

- ? N.S.S.H. Year Book Pt. 2. : Changing Conceptions in Educational Administration. Chicago: University of Chicago Press, 1955.
- ? Ranseyer, J.A., Lewis, E., Millar, P. and Haward, W.: Factors Affecting Educational Administration. Columbus: Ohio State University, 1953.
- ? Sargent, C.G. and Eugene Belisle: Educational Administration Cases and Concepts. Cambridge: Mass, Houghton Mifflin Company, 1955.
- ? Sears, J.B.: The Nature of the Administrative Process. New York: McGraw Hill, 1950.
- ? Speers Harold: Improving the Supervision of Instruction. Englewood Cliffs: N.L. Prentice Hall Inc., 1953.

M.Ed. SEMESTER - I

PAPER V / VI: Teacher Education

Objectives:

- ? To acquaint students with the development, planning/administration of Teacher Education in India.
- ? To familiarize students with the objectives of Teacher Education.
- ? To make students understand the nature of the Teacher Education.
- ? To develop an understanding of needs, problems, and curriculum evaluation in Teacher Education.
- ? To develop an understanding of different aspects of Teacher Education for non-formal institutions.

Contents:

UNIT I: Evolution and development of Teacher Education in India.

UNIT II: (a) General aims of Teacher Education, (b) Aim and objectives of Teacher Education at secondary level, (c) Recommendations of various commissions established after independence for Teacher Education, (d) Agencies of Teacher Education 1. SBTE 2. NCTE, (e) Teacher Education program : Pre-service and In-service. Innovative Programs – Interdisciplinary approach, Distance education, correspondence, etc.

UNIT III: Nature of Teacher Education as Supervision, as Administration, as Counseling, as Curriculum Development, as Science, as Clinical interaction and as Teacher Development.

UNIT IV: (a) Competency based Teacher Education, (b) Accountability in Teacher Education, (c) Changing needs and problems of Teacher Education.

Teacher-education and practicing schools, Preparing teachers for special schools,
(d) Curriculum of Teacher Education.

UNIT V: Teacher Education in non-formal education: Need, Objectives, Curriculum, Methodology of training and Characters of non-formal instructor.

Activity (Any TWO of the following.)

1. To develop check list of competency based teacher-education.
2. To prepare a list for accountability of teachers.
3. To evaluate/survey the curriculum of teachers' training program.
4. To evaluate/survey the innovative programs of teacher education.

References:

- ? Biddle, B.J. et al.: Contemporary Research on Teacher Effectiveness. New York: Holt Rinehart, 1964.
- ? Chaurasia, G.: New Era in Teacher Education. New Delhi: Sterling Publishers Pvt. Ltd., 1967.
- ? Chatterji and Desuja, A.: Training for Teacher in India and England. New Delhi : Orient Longman, 1959.
- ? Gage, N.L. (Ed.): Handbook of Research on Teaching. Chicago : Rand Macnally and Co., 1967.
- ? Gupta, A.K.: Teacher Education: Curriculum and Prospects. New Delhi: Sterling Publishing Private Ltd., 1984.
- ? Mc Nergney, R.F. and Carrier, C.A.: Teacher Development. New York: McMillan Publishing Co., 1981.
- ? Millman, J. (Ed.): Handbook of Teacher Evaluation. London: Sage Publications, 1981.
- ? Mukerjee, S.N. (Ed): Education of Teachers in India (Vol. 1 and Vol. 2). S. Chand and Co., Delhi, 1968.
- ? NCERT: Teacher Education Curriculum: A Frame Work, 1978.
- ? Smith, B.O.: Research in Teacher Education: Symposium. New Jersey: Prentice Hall Inc., 1971.

M.Ed. SEMESETER - II

PAPER - VII: EDUCATIONAL PHILOSOPHY- II

PART - A

OBJECTIVES:

- ? To familiarize students with some significant philosophical perspectives on education and implications for education.
- ? To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
- ? To acquaint students with the philosophical thoughts of some prominent educational thinkers of the country.
- ? To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

CONTENT:

UNIT I: Study of Idealistic, Naturalistic and Pragmatist philosophies of education with special reference to their basic tenets, problem of mind and body, and theories of knowledge and values.

UNIT II : Educational implications of Idealistic, Naturalistic and Pragmatist philosophies for aims, curriculum and methodology of education.

UNIT III: (a) Educational thoughts of Gandhi, Tagore, Aurobindo and Vivekananda. (b) National goals and aspirations.

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M.Ed. SEMESTER - II

PAPER - VII: SOCIOLOGY OF EDUCATION- II

PART - B

OBJECTIVES:

- ? To develop among students an understanding about Sociological Perspective of Education, School and Community vis a vis their relationships.
- ? To make them aware about 'Teacher's role' in the Social System.
- ? To acquaint them with the 'Sociology of Teaching Profession and Teaching'.
- ? To make them familiar with various key concepts like 'Social Stratification', 'Social Mobility', 'Occupational Mobility' and their relationships with education.
- ? To help them understand the concept and various ramifications of culture and its relationship with education.
- ? To make them familiar with the prevailing cultural diversity and conflict as well as the role of education for a composite culture in India.
- ? To orient them in the Concept, Features, Policies and Strategies for Multicultural Education.
- ? To acquaint them with the meaning, scope, process, and theories of Social Change.
- ? To help them understand various processes of Social Change in India.
- ? To make them aware about the differences and relationship between Social Change and Cultural Change.

- ? To develop among them the understanding of the relationship between Social Change and Education.
- ? To acquaint them about the Limitations of Education in the process of Social Change as well as Limitations of Social Change in India.
- ? To make them familiar and aware about the impact of Science, Technology, Industrialization, Urbanization and Modernization on Education.
- ? To acquaint them with various aspects of Modernization and its influence on Indian Society.
- ? To help them understand the role of Education for Modernization of Indian Society.
- ? To develop in them the understanding and appreciation for some new trends in Education: viz. Women's Education; Human Rights Education; Environmental Education; Value and Peace Education; Futurology in Education; Role of International agencies like UNESCO; World Bank etc. in Education. Education for development; Multicultural Education; Identity and Education; Education for 'Information Revolution' and Intellectual Property Law; Democracy and Education.

CONTENT:

UNIT I: SCHOOL, COMMUNITY, TEACHER AND TEACHING PROFESSION: Education as a sub-system of Society; School as a Social System: Teacher's role in the Social System : Teacher's Education and Community Development, Community, School, Teacher as a Change Agent, Teacher and Community; Profession of Teaching, Teacher's as a 'Professional Group' and their Organizations, Teacher's Cliques and their impact on Education of children, Teacher and Curriculum, Sociology of Teaching.

UNIT II: SOCIAL STRATIFICATION, SOCIAL MOBILITY AND EDUCATION: Concept of Social Stratification (Caste and Class); Caste to Class; Types of Class, Class and Education

UNIT III: CULTURE AND EDUCATION: Concept, characteristics, patterns, Social Mobility; Types of Social Mobility; Education and Mobility: relationship and limits; Social Vs Occupational Mobility. Occupational Mobility 'Acculturation', 'Enculturation', 'Cultural Deprivations'; Qualities of Culture-Role on educational programmes- Different cultures prevailing in Indian set up; Meaning of Cultural Change – Role of Education, Mass-Media etc. in Cultural Change, making of the Composite Culture in India; - Multicultural Education.

UNIT IV: SOCIAL CHANGE AND EDUCATION : Meaning of Social Change; Factors affecting Social Change; Processes of Social Change, Theories of Social Change; Processes of Social Change in Indian Society; Relationship between Social Change and Cultural Change; Relationship between Social Change and

Education; Limitations of Education in the process of Social Change; Role of Education in Social Change; Restraints of Social Change in India (caste, ethnicity, class, language, religion, regionalism).

UNIT V: IMPACT OF SCIENCE AND TECHNOLOGY, INDUSTRIALIZATION, URBANIZATION AND MODERNIZATION ON EDUCATION: Impact of Science and Technology on Society and Education – Urbanization, Industrialization and Education; – Concept of Modernization, different Models of Modernization, Features of Modernity, Relationship between Tradition and Modernity, Education as a tool of Modernization, influence of Modernization on Indian Society.

UNIT VI: NEW TRENDS IN EDUCATION (Activity on any two and understanding to all the following in Education):

- Women's Education
- Population Education
- Human Rights Education
- Environmental Education
- Value and Peace Education
- Futurology in Education
- Role of International Agencies in Education
- Education for Development
- Multicultural Education
- Identity and Education
- Democracy and Education
- Education for information revolution and Intellectual property law

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M.Ed. SEMESTER II

PAPER -VIII: ADVANCED EDUCATIONAL PSYCHOLOGY – II

Objectives

- ? To acquaint the students about various theories of learning and their educational implications.
- ? To develop insight into various theories of learning so as to improve teaching.
- ? To acquaint the students with the theories of intelligence.
- ? To familiarize the students with identification, characteristics and education of exceptional children.

CONTENT:

UNIT I: Tolman's Sign Theory of learning: Concept of Sign learning. Variables, Six types of learning Educational Implications. Hulls Need Reduction Theory of learning: The basic postulates of need reduction theory of learning, Habit Strength, Drive, Incentive, Motivation, Excitatory potential and educational implications.

UNIT II: Theories of Intelligence: Guilford's old and new model, Gardners theory of Multiple Intelligence, Sternbergs Triarchic Theory of Intelligence. Cattells Theory of Intelligence, and Educational Implications of these theories.

UNIT III: Cognitive development: Concept, Piagetian theory of Cognitive development: Sensorimotor, Pre Operational, Concrete Operational and Formal Operational stages and educational implications. Lewin's Field Theory of Learning and its Educational Implications.

UNIT IV: Exceptional Children I: Identification, characteristics and education of Gifted, Mentally Retarded and Backward Children.

UNIT V: Exceptional Children II: Identification, characteristics and education of Creative and Learning disable children.

Experiments

The Experiments and Tests related to following should be done:

1. Tolman's Sign Theory of learning and Hulls Need reduction theory of learning
2. Piagetrian Theory of Cognitive Development
3. Intelligence
4. Creativity
5. Learning Disability

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M.Ed. SEMESTER - II

PAPER - IX: EDUCATIONAL RESEARCH AND STATISTICS- II

OBJECTIVES:

- ? Students will be able to discriminate between different Methods of Research.
- ? Students will be able to select the most appropriate Experimental Design.
- ? Students will be able to distinguish between Internal validity and External validity.
- ? Students will be able to discriminate between Parametric and Non-Parametric Statistical Techniques.
- ? Students will be able to select appropriate method of computing Correlation and interpret the Coefficient of Correlation.
- ? Students will be able to write the Thesis / Dissertation in a systematic way.

CONTENT:

UNIT I: Non-parametric statistics and Statistical tests – Characteristics. Testing divergences of an observed distribution from a theoretical distribution, test of independence of attributes using Chi-square technique.

UNIT II: Other Correlation Methods: Point Biserial and Biserial, Tetrachoric and Phi – coefficient, Partial and Multiple correlation – their assumptions, uses and interpretations.

UNIT III: Non - parametric alternatives of t-test : (a) Mann Whitney 'U' test and Wilcoxon - Matched Pair Signed – Ranks Test. (b) Use of SPSS in analyzing the research data : Underlying concepts and interpretation.

UNIT IV: Research Methods – Historical, Survey, Experimental and Case Study. Experimental Design: Definition, Characteristics, Methods of Control; Types of Experimental Design-Pre-Experimental Design, Quasi Experimental Design and True Experimental Design, Internal Validity and External validity of Experimental Design.

UNIT V: Thesis, Dissertation and Paper Writing.

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M.Ed. SEMESTER - II

PAPER – XI / XII: GUIDANCE AND COUNSELLING

Objectivess:

- ? To acquaint the students with different types of Guidance.
- ? To acquaint the students with the relationship between Guidance and Curriculum.
- ? To familiarize the students with different techniques of collecting Educational and Vocational Information.
- ? To acquaint the students with the importance of Personal Guidance at different stages.
- ? To help the students in forming useful Self - concept.
- ? To acquaint the students with Group Guidance and techniques of providing Group Guidance.
- ? To familiarize the students with research studies conducted in the area of Guidance.

- ? To develop among students the skills of providing Counselling services and conducting tests.

CONTENTS:

UNIT I: Educational Guidance – Guidance and Curriculum. Special need and specific nature of Guidance at different educational stages, viz. primary, delta, school leaving, college entrance, university, professional colleges. Types of Educational Information. Techniques of collecting and disseminating Educational Information.

UNIT II: Vocational Guidance – Theories of Vocational development. Psychology of Aspirations. Vocational Maturity and Vocational Adjustment. Self-concept and its implementation. Occupational information - Nature and significance, Classification of Occupations, Sources of Occupational Information, collection, analysis and filing of Occupational Information, dissemination and use of Occupational Information.

UNIT III: Personal Guidance – Need, meaning and definition of Personal Guidance. Types of Emotional Problems. Principles of solving Personal Problems. Need of Personal Guidance to individuals at different stages in various life situations. Methodology and strategies of Personal Guidance.

UNIT IV: Types of training available in India and abroad, NCERT, NIMHANS-Bangalore, Jabalpur, IGNOU. Training of professional personnel. Different types of abilities. Relationship between different Occupations, Characteristic interests and Personal Traits. Training of teacher, Career Master, School Counselor, Child Guidance clinic worker, and Counselor at University level. Educational Clinic: concept, objectives and organization.

UNIT V: Group Guidance – (a) Concept and need of Group Guidance. Group Guidance and Individual Counselling. Techniques of Group Guidance. (b) Researches in Guidance-Needed areas and nature of research.

Practical Activities (Any TWO)

1. Conducting case study of a problem child and providing counselling service.
2. Providing Career Guidance to students.
3. Review of researches in the area of Guidance and Counselling (any 5) in consultation with the teacher.

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PAPER – XI / XII: EDUCATIONAL TECHNOLOGY

OBJECTIVES:

1. Students will be able to attain the Concept of Communication.
2. Students will be able to assess the status of Educational Technology in India.
3. Students would learn the mechanism of developing PLM.
4. Students will be acquainted with the concept of Distance Education, Open Education and their management.
5. Students will be familiar with concepts like Model of Teaching, Instructional Strategies, Cybernetics etc.
6. Students will be able to use Criterion Reference Tests and Norm Reference Tests appropriately.

CONTENTS:

UNIT I: Communication – Meaning, elements, contexts and Models of Communication, necessities for better Communication.

UNIT II: (a) **Mechanics** of developing different types of Programmed Learning Materials, (b) Mastery Learning, Criterion Reference Testing and Norm Reference Testing: Assumptions, Advantages, Disadvantages and Uses.

UNIT III: Behavioral Technology – Flanders Interaction Analysis, Coding, Decoding, Feedback System and Simulation.

UNIT IV: (a) **Models of Teaching** – definition, classification and elements, ITM/CAM as an example. (b) Multimedia Approach and Instructional Strategy: meaning and designing, (c) Difference among message, method and medium, (d) Cybernetics – Concept and scope in Education.

UNIT V: (i) **Distance Education** – Definition, characteristics, Methods and Techniques, Barriers, Modes of evaluation in Distance Education. (ii) Futuristic view of Educational Technology in India. Information Technology : Concept, Definition & Uses.

Activity (Any **ONE** of the following)

1. Development of PLM of any style. Students should develop at least 20 frames on any topic.
2. Students should observe at least two lessons by using Flanders Interaction Analysis Category System and prepare a feedback report.

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M.Ed. SEMESTER - II

PAPER – XI / XII: EDUCATIONAL ADMINISTRATION

OBJECTIVES:

- ? To develop in the students understanding and appreciation of the theories of Educational Administration and Leadership.
- ? To help the students to understand the nature of Educational Planning and Finance.
- ? To develop in students a satisfactory concept of competence in Educational Administration.

CONTENT:

UNIT I: Theories of Educational Administration: (1) Conflicts-Gatzel's Theory (2) Motivation-Theory of Organizational Equilibrium (3) Decision Making-Griffith Theory and (4) Administrative Behavior.

UNIT II: Educational Leadership: (1) Educational Leadership, (2) Executive Style-autocratic and democratic, (3) Group Dynamics and Human Relations.

UNIT III: Educational Planning: Need, nature and scope of Educational Planning. Principles, different approaches, economic and social aspects of Educational Planning; steps in preparation of plans; implementing, evaluating and readjusting a plan.

UNIT IV: Educational Finance-Sources of income, center, state and local bodies State and Private enterprise.

UNIT V: Systems Analysis : An approach to Educational Administration.

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M.Ed. SEMESTER - II

PAPER – XI / XII: TEACHER EDUCATION

Objectives

1. To acquaint students with meaning, objectives and scope of different agencies of in-service teacher education.
2. To familiarize students with the role of different organizations in the development of teachers.
3. To help them to understand the meaning, objectives, scope and methodology of continuing education and correspondence courses.
4. To familiarize with the comparative picture of teacher education in the U.S.A. the U.K. and the U.S.S.R.
5. To familiarize students with the researches in teacher education and teacher effectiveness.

Content

UNIT I: Inservice Education of Teacher: Concept, objectives, scope and agencies of inservice education of teachers and teacher educators.

UNIT II: Role of NCTE, NCERT, SIEs, RCEs, and UGC in professional growth of teachers.

UNIT III: Continuing Education – Concept, objectives, scope and methods, Teacher Education through correspondence courses.

UNIT IV: Comparative Teacher Education in the U.S.A. the U.K. and the U.S.S.R.

UNIT V: Researches in Teacher Education and teacher effectiveness, clinical approach in teacher development.

Activity (Any **TWO** of the following)

1. Survey of different inservice teacher education program.
2. Evaluating different inservice programs.
3. Survey of continuing education programs.
4. Evaluating different continuing education programs.
5. Listing the emerging research areas of teacher education.

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