Maharshi Dayanand University Rohtak

Ordinances, Syllabus and Courses of Reading for

M. Ed.

Examination

Session—1998-99

ORDINANCE : MASTER OF EDUCATION (M.Ed.)
EXAMINATION (ANNUAL SYSTEM)

1. The duration of the course leading to the Degree of Master of Education (M.Ed.) shall be one academic year. The examination shall ordinarily be held in the month of April/May on such dates as may be fixed by the Vice-Chancellor.

    A special examination will be held in September/October or on such dates fixed by the Vice-Chancellor for those candidates who get re-appear after appearing in annual examination or fail or want to improve their scores.

2. The last date for the receipt of admission form and fee without late fee as fixed by the Vice-Chancellor, shall be notified to the Head of the University Teaching Department and the colleges concerned.

3. A candidate's admission form and fee may be accepted after the last date on payment of Rs. 105/- upto the date mentioned by the University.

Provided that:-

No late fee shall be charged if the admission form and fee are received within three working days of grace after the last date for the receipt of the same without late fee.

4. A person who has passed one of the following examinations shall be eligible to join the M.Ed. course:-

    (a) B.Ed. examination of this University, obtaining not less than 50% marks in the aggregate.

    (b) Any other examination recognised by this University as equivalent to (a) above with not less than 50% marks in the aggregate.

5. The examination shall be open to a regular student who:-

    i) has passed the requisite examinations as laid down in Clause-4;

    ii) has his name submitted to the Controller of Examinations by the Head of the University Department/Principal of the college concerned and produces the following certificates signed by the Head of the University Department/Principal of the College concerned:-

        (a) of good character;

        (b) of having remained on the rolls of the University Department/College for the year preceding the Examination;

(c) of having attended not less than 65% of the full course of lectures and tutorials separately and 75% of practicals (the course to be counted upto the last day when the classes break up for the preparatory holidays).

6. A candidate who has failed in one or more paper(s) or having been eligible fails to appear, therefore, may be allowed on the recommendations of the Head of the University Department/Principal of the college concerned to appear/re-appear in the paper/papers at the immediately succeeding Supplementary Examination and the next regular examination without attending the classes. Such a candidate shall be exempted from re-appearing in the paper(s) in which he may have obtained at least 40% marks. If a candidate fails to pass the exam. even in the 3rd chance as mentioned above, he will have to repeat the paper(s) concerned as regular student in the Deptt./College whenever the relevant Paper(s) are offered in future. Such repitition shall be allowed only once.

7. A candidate who fails to pass the Master of Eudcation Examination within a pepriod of three years of his admission to the course, shall' be deemed to be unfit for the Master of Education course at this University.

8. Every candidate shall be examined according to the Scheme of Examination and syllabus as approved by the Academic Council from time to time. However, syllabus for re-appear/failed candidates for the Supplementary Examination shall be the same according to which they appeared as regular students.

9. The amount of examination fee to be paid by a candidate shall be as under:-

i) Regular Student   Rs. 120/-

ii) Ex-student   Rs. 130/-

A candidate who re-appears in one or more paper(s)/ practical(s) for the purpose of passing/improvement of division/result shall pay fee as for the whole examination.

10. The medium of instruction shall be English.

The medium of examination shall be as under:-
(a) The question papers shall be set both in Hindi and English.
(b) The candidates shall write their answers either in Hindi or in English.

11. The subject of dissertation of a candidate will be approved by the Head of the Department. The last date for the receipt of applications regarding topic of the dissertation alongwith synopsis shall be October 30 of the year of admission.

12. Every candidate shall be required to submit three copies of his dissertation alongwith a brief abstract of the same giving an account of the investigation/research conducted and its main finding (which will not exceed 500 words) for approval of the examiners. Every candidate shall be examined in viva-voce on his dissertation.

13. The dissertation shall be evaluated by one external examiner. The external examiner and one internal examiner shall jointly hold the viva-voce examination.

The last date for receipt of dissertation in the Office of the Controller of Examinations shall be one month before the commencement of the examination; provided that in exceptional cases, the Vice-Chancellor shall have the power to extend on the recommendation of the Head of the Department, the last date for receipt of the dissertation upto three months.If the candidate fails to submit the dissertation the extended period, he will be considered to have absented in the dissertation paper and his result shall be declared accordingly.

A candidate who has submitted dissertation, as a part of his examination, may withdraw the same before it has been examined but once it is examined and the candidate obtained the minimum pass marks, he shall not be permitted to withdraw it or submit another dissertation in lieu thereof. The marks obtained by him for dissertation shall be taken into account when he appears in any future examination for the purpose of passing therein, or for improving the division.

14. The minimum number of marks required to pass the examination shall be as under:-

    i)   33% in each paper;
    ii) 40% each in Dissertation and Viva-Voce; and
    iii) 40% in the aggregate.
    A candidate who fails in an examination shall be exempted from re-appearing in paper(s)/practical(s) in which he may have obtained atleast 40% marks.

15. As soon as possible, after the termination of the examination the Controller of Examinations shall publish the result of the candidates and issued Detailed Marks Cards.

16. The result of candidates who have passed the examination shall be classified into divisions as under on the basis of the aggregate marks and the division obtained by the candidate will be stated in his degree:-

    (a) Those who obtained 60% or more marks.   First Division

    (b) Those who obtain 50% or more but less than 60% marks   Second Division

    (c) All below 50%   Third Division

17. A candidate who has passed the M.Ed Examination from this University may appear in one or more additional papers in which he has not already passed. The examination fee for appearing in each paper shall be Rs. 35/-.

    A candidate shall, in order to pass in the additional paper(s) be required to obtain atleast 40% marks in each paper.

18. A person who has passed the M.Ed. Examination of this University and is desirous of improving his score of marks/division, as the case may be, will be allowed to appear, as an ex-student, only once in one or more theory papers within a period of two years of his passing the M.Ed. Examination. The higher score in the paper(s) in which he re-appears will be taken into account towards the final result and the result of such a candidate shall be revised only if he improves his result.

    The candidate would be allowed to take the examination according to the syllabus in force for the regular students for that Examination.

19. A successful candidate may publish original results of the dissertation if permitted by the Head of the Department as a paper in Journal of repute.

20. A candidate for an examination in full subjects of this University can not simultaneously read for, or appear at another examination of this University or of another University/Board. The bar shall not apply to a candidate appearing in an examination of the University for passing or for improvement of division/result or for additonal subject, provided that he does not take the examination in more than two subjects/papers simultaneously with full subjects of his main examination.

SCHEME OF EXAMINATION FOR MASTER OF EDUCATION (M.ED COURSE)

A. Compulsory Papers:

Sr. No.	Name of the Paper	Max. Marks	Time
I.	Philosophical & Sociological Foundations of Education	100	3 hrs.
II.	Psychological Foundations of Education	100	3 hrs.
III.	Methodology of Educational Research and Statistics	100	3 hrs.

B. Optional Papers: IV & V

Two optional papers will be chosen by the candidate from the following :

100 (each) 3 hrs. (each)

i) Educational & Vacational Guidance and Counselling.

ii Comparative Education

iii) Educational Administration and Management

iv) Educational Measurement and Evaluation.

v) Special Education.

vi) Educational Technology.

vii) History and Contemporary Problems of Indian Education.

viii)Teacher Education.

ix) Curriculum Development.

x) Education and Social Dynamics.

xi) Psychodynamics of Mental Health.

x) Environmental Education.

C.i)Dissertation   75 marks
   ii)Viva-voce   25 marks   100 marks

PAPER-I PHILOSOPHICAL & SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Max. Marks : 100
Time : 3 hrs.

Course Objectives

1. To enable advanced students of education to understand social and philosophical basis of educational issues.

2. To enable them to make an analysis of relationship between education and social, political, economic and technological developments in the modern context.

3. To enable students develop a philosophical and sociological outlook in dealing with educational problems.

Contents:

Note: *The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two.*

Unit-I (i) Relationship of Education & Philosophy.

(ii) Social Philosophy of education: equality, freedom and democracy in education.

(iii) Practical implications of philosophical considerations on educational Practices for teacher functions.

Unit-II Western schools of Philosophy : Idealism, Realism, Naturalism, Pragmitism, Existentialism, Marxism.

- With special reference to the concepts of knowledge, reality and values.

- their educational implications for aims, contents and methods of education.

Unit-III (i) Indian Schools of Philosophy : Sankhya, Vedanta, Budhism, Jainism, Islamic Tradition - with special reference to the concepts of knowledge, reality and values and their educational implications.

(ii) Contribution of Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking.

Unit-IV (i) Relationship of Sociology and Education. Meaning and nature of educational sociology and sociology of education.

(ii) Education as a social sub-system: Specific characteristics.

(iii) Meaning and nature of social change and the role of school as an institution for bringing about social change.

(iv) Constraints on social change in India (caste, ethnicity, class language, religion regionalism).

(v) Education as related to social stratification and social mobility.

Unit-V (i) Education and the home, education and the community, education and modernization, education and politics, education and religion, education and culture, education and democracy.

(ii) Socialization of the Child.

(iii) Education as related to social equity and equality of educational opportunities.

(iv) Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural Population.

(v) Some contemporary trends in education: deschooling society, alternatives in education, learning to be, learning to do, life long and recurrent education.

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Paper-II: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Max. Marks:100

Time:3 hrs.

Objectives:

1. To promote scientific study of Psychology, its objectives, methods and concepts.

2. To prepare personnel to work in the field of educational and psychological research.

3. To study educational and behavioural problems of students and teachers in the light of scientific Knowledge in the field of educational psychology.

4. To promote a comprehensive and scientific study of the teaching-learning process, its methods, concepts and theories.

5. To enable the students to understand comprehensively, the development of human personality.

Contents:

Note: *The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two.*

Unit-I (i) Relationship of Education and Psychology.

(ii) Process of Growth and Development:

- physical, social, emotional and intellectual.

- development of concept formation, logical reasoning, problem solving and creative thinking, language development.

- individual differences - determinants; role of heredity and environment; implications of individual differences for organising educational programmes.

(iii) Piaget's Genetic Epistemology and stages of cognitive development.

Unit-II (i) Intelligence: its theories and measurement.

(ii) Creativity: Various connotations of creativity - as a process, as a product, the creative person as Press.
Theories of creativity - appraisal of potentially creative individuals, relationship between creativity and intelligence.

Unit-III Learning and Motivation:

- theories of learning: Thorndike's conditions, Pavlov's classical and Skinnor's Operant Conditioning; Learning by insight. Hull's reinforcement theory and Tolman's theory of learning.
- Gagne's hierarchy of learning.
- Factors influencing learning.
- Learning and motivation.
- Transfer of learning and its theories.

Unit-IV Psychology and education of exceptional children - creative, gifted, backward, psychoanalytic including learning disables and mentally retarded.

Unit-V (i) Personality - type and trait theories, measurement of personality.

(ii) Mental health and hygiene: process of adjustment, conflicts and defence mechanism, mental hygiene.

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Paper-III: METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS

Max. Marks:100

Time:3 hrs.

Objectives

1. To orient the thinking of the students towards research and its functions in the various fields of educational endeavour.

2. To develop understanding of the basic concepts in Philosophy of science, scientific methods and methodology in general.

3. To understand the place of theory in research.

4. To acquaint students with the methodologies in different types of educational research.

5. To make students conversant with some common research design; tools of collecting data and methods and techniques of analysis and interpretation of data.

6. To develop skill in computation of basic statistics for analysis and interpretation of data.

Contents:

Note: The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two

Unit-I (i) Scientific Method and Theory Development.

    (ii) Meaning, need, importance and characteristics of research and educational research.

    (iii)Meaning & Process of action research. Differences between action research, fundamental and applied research.

    (iv) The Research Process:

        Step-I   Identification and definition of a problem.

        Step-II   Review of the Literature.

        Step-III   Formulation of hypotheses.

        Step-IV   Selecting the sample.

        Step-V   Data Collection.

        Step-VI   Data Analysis.

        Step-VII   Interpretation of data and conclusions.

Unit-II (i) Methods of Research: Historical, Experimental (field & Laboratory), survey, case study, genetic or developmental studies and Ex-post facto research.

    (ii) Tools of Research: Characteristics of a good test. Sociometry, Questionnaire, Interview, Observation, Psychological Tests & Inventories. Construction Procedure of rating scales and achievement test.

Unit-III (i) Role and place of statistics in research.

    (ii) Preparing a research proposal or synopsis.

    (iii)The Research report: its need, importance, format. Evaluation of a research report.

    (iv) Writing Bibliography

    (v) Measures of central tendency & dispersion. Percentiles and Percentile ranks.

    (vi) Standard scores & T Scores, conversion of raw scores into standard scores & T scores.

Unit-IV (i) Normal probability curve and its applications in education.

(ii) Significance of the difference between means, computing the standard error of means.

(iii)No-Parametric tests (Chi-square test)

Unit-V (i) Correlation (Spearman's and Pearson's technique) Biserial and Point-Biserial correlation.

(ii) Tetrachoric and Phi-coefficient of correlation, partial and Multiple correlations.

(iii) One-way ANOVA.

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Paper-IV&V(i) EDUCATIONAL AND VOCATIONAL GUIDANCE & COUNSELLING

Max. Marks: 100

Time : 3 hrs.

Objectives

1. To develop an understanding of the basic principles of guidance and counselling.

2. To promote an understanding of the importance of guidance and counselling in the process of education.

3. To make students conversant with the practices of guidance and vocational choices.

Contents

Note: *The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two.*

Unit-I   (i)   Meaning, need and principles of guidance.

         (ii)   Types of guidance: Personal, educational, vocational and social.

         (iii)   Modern trends and innovations.

Unit-II   (i)   Study of the individual: assessing intelligence, aptitudes, interest and personality.

         (ii)   Counselling and its types (directive, non-directive and eclectic).

         (iii)   Importance and Technique of a good counselling interview.

         (iv)   Cumulative Record Card: kinds and relevances.

Unit-III Guidance and Counselling Services at different levels of Education.

         (i)   Individual Inventory Service.

         (ii)   Information Service

         (iii)   Counselling Service

         (iv)   Group Guidance Service

(v) Placement Service

(vi) Follow-up Service.

Unit-IV (i) Organisation and evaluation of a guidance programme at school and college levels.

(ii) Guidelines for setting up a Guidance and Counselling Centre.

(iii) Equipping the Guidance Worker for performing the role of a good guide, counsellor & career master.

Unit-V (i) Guidance of Exceptional children: gifted and creative children.

(ii) Guidance of backward and under-achievers.

(iii) Guidance of mentally and physically handicapped children.

(iv) Guidance of delinquent children.

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Paper-IV & V (ii) COMPARATIVE EDUCATION

<div align="right">

Max. Marks : 100

Time : 3 hrs.

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COURSE OBJECTIVE

1. To broaden a student's horizon of educational thinking.

2. To promote interest in and knowledge of other systems of education.

3. To enable students to understand the problems of Indian education in a comparative perspective.

4. To promote international undersrtanding.

CONTENTS

Note: *The students are required to attempt five questions in all, selecting at least one question from each unit out of two.*

Unit-I (i) Meaning scope and purpose of comparative education. Major concepts in comparative education (juxtaposition, Area studies & educational analysis).

(ii) Origin and development of comparative education as field of study.

Unit-II (i) Different approaches to the study of comparative education viz., historical, cross-disciplinary & problem approaches.

(ii) Methodology of comparative education.

Unit-III Educational systems of U.K., U.S.A. in comparison with India (elementary, secondary, vocational and higher education).

Unit-IV (i) Developments in teacher education with reference to U.K., U.S.A. and India.

(ii) Educational administration in USA, UK and India.

(iii)Vocationalization of education in USA and India.

Unit-V   (i) Examination systems of U.K., U.S.A. and India.

(ii) Comparative studies and educational reform.

(iii)Distance Education and continuing Education in Australia, U.K. and India.

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Paper-IV&V:(iii)EDUCATIONAL   ADMINISTRATION   AND MANAGEMENT

Max. Marks:100
Time :3 hrs.

Objectives

1. To develop an understanding of the problems of administration and management of education.

2. To equip students with specialist techniques and methods of management.

3. To increase an understanding of human nature and the role of interpersonal relations in Personnel management.

4. To develop a scientific outlook to deal effectively with the problems of educational administration and management.

Contents:

Note: *The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two.*

Unit-I Development of Modern concept of Educational Administration from 1900 to the present day.

    (i)   Taylorism.

    (ii)   Administration as a Process.

    (iii) Administration as a bureaucracy.

    (iv) Human Relations Approach to Administration.

    (v)   Meeting the psychological needs of employees, systems approach, specific trends in Educational Administration such as (a) Decision making (b) Organizational Compliance, (c) Organizational Development (d) PERT.

Unit-II Leadership in Educational Administration.

    (i)   Meaning and nature of leadership.

    (ii)   Theories of leadership.

    (iii) Styles of leadership.

    (iv) Measurements of leadership.

Unit-III Educational Planning.

    (i)   Meaning and nature of educational planning.

    (ii)   Approaches to educational planning.

    (iii) Perspective Planning.

    (iv) Institutional Planning.

Unit-IV Educational Supervision.

    (i)   Meaning and nature of educational supervision.

    (ii)   Supervision as service activity.

    (iii) Supervision as a process.

    (iv) Supervisions functions.

    (v)   Supervision as educational leadership.

    (vi) Traditional Vs Modern supervision.

    (vii) Functions of supervision.

    (viii) Planning the supervisory programme.

    (ix) Organizing supervisory programme.

    (x)   Implementing the supervisory programme.

Unit-V Problems of Financing Education in India: Resources and
Expenditure of education.

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15. Shirley, L.B. & Johnathan, E.S.(1987) Class-room Management: Principles and Practices: London: Croom Helm.
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17. Sinha, N.(1979) University Administration in India. Patna, Janki Prakashan.

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Paper-IV&V(iv)   EDUCATIONAL   MEASUREMENT   AND EVALUATION

Max. Marks:100
Time : 3 hrs.

Objectives:

1. To develop the understanding of:

   (i) The meaning of objectives, learning experiences and evaluation.

   (ii) The basic concepts of measurement viz. validity, reliability and objectivity.

   (iii)The purposes of evaluation.

2. To develop skills necessary for the construction of a standardized test.

3. To develop an understanding of the nature and use of the aptitude tests, attitude scales, interest inventories and projective techniques.

4. To develop skills in using various correlational methods for bivariate distributions.

5. To understand and apply the use of inferential statistics for interpreting different kinds of data.

Contents :

Note: The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two.

Unit-I   (i)   Educational Measurement and Evaluation-concept, scope need and relevance.

        (ii)   Difference between measurement and evaluation.

        (iii)   Characteristics of a good test.

        (iv)   Steps in standardization of a test.

Unit-II   (i)   Tools of measurement and evaluation viz. subjective & objective tools; essay tests, objective tests, scales, questionnaires, schedules, inventories.

        (ii)   Measurement of achievement, aptitude, intelligence, attitudes, interests and skills.

        (iii)   Criterion & norm referenced tests.

        (iv)   Mastery learning: Meaning, formative & summative evaluation.

Unit-III (i) Basic concepts in measurement: Reliability, validity norms: their concept, need & types.

(ii) Various methods of estimating reliability viz. test re-test, parallel form or equivalent form, split half-techniques & internal consistency or rational equivalence, Factors affecting reliability of test.

(iii) Types of validity, viz, face, content, predictive, factorial.

(iv) Standard Scores, T scores and C scores.

Unit-IV (i) Partial and multiple correlations, biserial and point bi-serial correlation, tetrachoric and phi-co-efficient of correlation.

(ii) Regression and prediction, establishment of regression equation, forecasting.

(iii) Null hypothesis, testing significant differences of means and other measures, CR and Retest.

Unit-V (i) Chisquare test.

(ii) Analysis of variance (one-way only) and covariance (Meaning and application).

(iii) Factor analysis.

(iv) Interpretation of test scores and methods of feedback to students.

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Paper-IV & V (V): SPECIAL EDUCATION

Max. Marks :100
Time:3 hrs.

General Aim

1. To develop understanding and insight into the concept of special education and various types of disabilities and handicaps among children and developing educational and vocational opportunities for them.

Objectives;

1. To understand the concept & importance of special education.

2. To understand the different types of disabilities/handicaps in children.

3. To enable management of class-rooms for educating children with different disabilities/handicaps.

4. To promote employment opportunities for children with different disabilities/handicaps.

5. To understand special needs of the talented persons and encourage utilization of their talent.

6. To understand administration and organisation of Special Education in India.

Contents:

Note:The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two.

Unit-I (i) Concept and meaning of special education: Definition of Special education. Related terminology-improvement, handicap, disability, rehabilitation. Stages of development-state of neglect, care in hospitals and homes, special schools, mainstreaming and integration, special needs, inclusive education. Equal education opportunity and special education in India. Sociology of special education in Indian context.

(ii) Aims of Special Education.

(iii) Educational provision for special needs in India. Education commissions and committees. National policy on education. Special Schools. Integrated Education for disabled children. Vocationalisation of education and special needs.

Unit-II (i) Education of persons with visual disability:
Definition of blindness and low vision. Identification and assessment. Curriculum and teaching adaptation. Adaptive devices. Adaptation evaluation procedures, tools and techniques. Class-room management, vocational preparation and employment opportunities.

(ii) Education of persons with hearing impairement.
Definition of deafness and partial hearing. Identification and assessment. Curriculum and teaching adaptation. Adaptive devices, Adaptation evaluation procedures, tools of techniques. Class-room management. Vocational preparation and Employment opportunities.

Unit-III (i) Education of persons with learning disabilities.
Definition of learning disability. Identification and assessment. Curriculum and teaching adaptation. Adaptive devices. Adaptation evaluation procedures, tools and techniques. Class-room management. Vocational preparation and employment opportunities.

(ii) Education of persons with mental retardation.
Definition of mental retardation. Identification and assessment. Curriculum and teaching adaptation. Adaptation evaluation procedures, tools and techniques, Class-room management. Vocational preparation and employment opportunities.

Unit-IV (i) Education of persons with orthopaedic handicap. Definition of Orthopaedic handicap. Identification and assesment. Curriculum and teaching adaptation. Adaptive devices. Adaptive evaluation procedures, tools and techniques. Class-room management. Vocational preparation and employment opportunities.

(ii) Education of persons with multiple disability. Definition of multiple disabilities. Identification and assessment. Curriculum and teaching adaptation. Adaptive devices, Adaptation evaluation procedures, tools and techniques. Class-room management. Vocational preparation and employment opportunities.

Unit-V (i) Education of talented persons. Characteristics, Identification, special needs, nurturing and utilisation of talent.

(ii) Administration and organisation of special education in India. Agencies and institutions-Government and non-government at the central, state and sub-state levels. Planning and management of special education. Programme, Manpower development, funding and financial management, monitoring and evaluation of programmes.

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2. Hawkridge, D. Vincent, T & Hales, G. (1985) New Information Technology in the Education of disabled childern & Adults. London & Sydney : Croom Helm.

3. Rawat, V.S. & Sobti, A. (1992) A Resources Guide to Special Education New Delhi : Creative.

4. Shankar, V. (1978) Problem Children, New Delhi : Atma Ram & Sons.

5. Srivastava, A.P. & Srivastava, A (1983). On Bringing up weak and show learning Children. Research Findings & Knowhow. New Delhi : The Learning Laboratory.

Paper-IV & V (vi) EDUCATIONAL TECHNOLOGY

Max. Marks : 100

Time : 3 hrs.

Objectives

1. To equip students with necessary background for understanding the meaning and role of educational technology in the improvement of instruction.
2. To develop an understanding of educational objectives and their statement in behavioural terms.
3. To develop a scientific outlook for analysing class-room communication and developing appropriate instructional material.
4. To acquaint students with the steps of management of teaching learning.
5. To develop amongst students an awareness of recent innovations in teaching-learing.
6. To help students understand and appreciate models of teaching and theories of teaching.

Contents :

Note : The students are required to attempt five questions in all, selecting atleast one question from each unit out of two.

Unit-I (i) Educational Technology (ET) its concept and importance, Historical background of educational technology; types of ET (Technology in education, Technology of Education and Systems approach) components of educational technology; software & hardware.

(ii) Teaching : Its concept, characteristics, variables of teaching, phases of teaching and levels of teaching and teaching at different levels (memory, understanding & reflective).

Unit-II (i) Communication : Its meaning & features, the communication process, major modes of communication, factors affecting communication, importance of communication in education. Non-verbal communication.

(ii) Taxonomy of Educational Objectives: Aims, goals and objectives. The cognitive, affective and Psychomotor domains, criteria for writing instructional objectives.

Unit-III (i) Programmed instruction: Its meaning & Principles, teaching machines, styles of programming 'linear, branching and mathetics), development of programmed instruction material.

(ii) Computer Assisted instruction: units of a computer, role of computers in education, computer assisted instruction, designing a computer assisted instruction package.

(iii) Remedial instruction : Meaning & strategies of providing remedial instruction in group or individual situations.

Unit-IV (i) Models of teaching : its concept, characteristics, classification of models of teaching elements of models of teaching, Inductive Teaching, Model, concept Attainment model, Advance Organizer Model and Mastery Learning model.

(ii) Designing of instructional strategies, such as lecture, team teaching, discussion, panel discussions, Saminar and tutorials.

Unit-V (i) Modification of teacher behaviour : Cybernetics, training technology, microteaching, simulated teaching, Flander's Inter-action analysis.

(ii) Systems approach to instructional design : Meaning of system, instructional system and sytems approach, system approach to instructional design and its applications in the class-room.

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2. Bhushan, A. and Ahuja, M. (1992) Educational Technology. Theory and Practice in Teaching Learning Process. Meerut : Vivek Publishers.

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4. Chauhan, S.S. (1979) Innovation in teaching-learning Process. New Delhi : Vikas Publishing House.

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6. De Cecco, J.P. and Crawford, W. (1977) The Psychology of Learning and Instruction : Educational Technology, New Delhi. Prentice Hall of India Pvt. Ltd.

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9. Gage, N.L. (1978) The Scientific Basis of the Art of Teaching, London : Teacher's College Press.

10. Hooda, R.C. & Jangira, N.K. (1985) Mastery Learning Kurukshetra Vishal Publications.

11. Jacobson, D, Eggen, P. and Kauchak, D. (1980) Methods for Teaching : A Skill Approach (3rd ed) Columbus : Merrill Publishing Co.

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Paper-IV&V(vii) HISTORY AND CONTEMPORARY PROBLEMS OF INDIAN EDUCATION

Max. Marks:100
Time :3 hrs.

General Aim

To develop understanding and insight into the history of Indian education and its contemporary problems.

Objectives

1. To understand the History of Indian education in both the pre-independence and post-independence era.

2. To understand various problems in Indian education.

3. To understand the emerging trends in Indian Education.

4. To understand the contribution of different international agencies in education.

Contents:

Note:The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two.

Unit-I History of Education in India: Pre-independece era.

    (i) Macaulay's minutes.

    (ii) Woods's despatch.

    (iii) Hunter Commission.

    (iv) Indian Universities Commission.

    (v) Sargent Report.

Unit-II History of Education in India: Post-independence era.

    (i) Secondary Education Commission Report (Mudaliar)

    (ii) University Education Commission Report (Radhakrishnan)

    (iii) Education Commission Report (Kothari)

    (iv) Education Policy Statement, 1968.

    (v) National Policy on Education, 1986.

    (vi) Modified NPE, 1992.

Unit-III Problems in Indian Education.

    (i) Accessibility and Universalisation of elementary education.

    (ii) Language

    (iii) Student's Participation.

(iv) Education of Special groups.

(v) Value crisis.

(vi) Educated unemployment.

(vii) University autonomy and accountability.

Unit-IV Emerging Trends:

(i) Continuing Education

(ii) Distance Education

(iii) Adult Education

(iv) Examination Reforms.

(v) Vocationalisation of education

(vi) Population Education

(vii) Environmental Education

Unit-V Contribution of the agencies like UNESCO and UNDP in Recurrent Education, Education as a Human Right, Integrated Rural Development Model (IRDIM), Open University or the University of Air, Uses of Mass Media/multi-media in Education

BIBLIOGRAPHY

1. Recurrent Education - Concepts and Policies for life long education proceedings of the comparative education society in Europe, 6th General meeting by Raymend Ryba and Barin Holmes (Eds) 1973.

2. Dav R.H. UNESCO and Regional Office Bank Publications.

3. Dave R.H. & Stic Mirtky-Life Long Education & The School, UNESCO Institute for Education, Hambund-1973.

4. Gibgtib Vincent & Richardson Ken-Recurrent Education-World Lock Educational, 116, Baker Street, London.

Paper-IV & V (viii) TEACHER EDUCATION

Max. Marks:100
Time : 3 hrs.

Objectives:

1. To develop an awareness to the problems, needs and aims of teacher education.

2. To develop an understanding of teacher's roles and functions in the modern context.

3. To develop awareness of the organisational set up of teacher education in India and comparison with set ups in other parts of the world.

4. To develop an understanding of the curricula of teacher education and processes of curricular change.

5. To develop an awareness of recent developments and innovations in teacher education both at primary and secondary level.

Contents:

Note : The students are required to attempt five questions in all selecting atleast one question from each unit out of two.

Unit-I (i) Need for teacher education. Aims and objectives of teacher education at elementary, secondary and college level.

(ii) Types of Teacher education and their significance.

(iii) Recommendations of various commissions on teacher education viz Kothari Commission, National Policy on Education.

Unit-II (i) Curriculum of teacher education. Principles involved in formulating curricular and co-curricular programmes of teacher education.

(ii) Principles of organising practice-teaching.

(iii) Critical appraisal of B.Ed./M.Ed. syllabi of some Indian Universities.

(iv) Implementation of curriculum of teacher education.

Unit-III (i) Development of teacher education in democracy like India.

(ii) Teacher education and community, Teacher education and other institutions.

(iii) Evaluation of the effectiveness of theacher education programmes

(iv) Areas of Research. Teaching effectiveness, criteria of admission, approaches to teaching.

Unit-IV (i) Professional organisations of teachers in India, their need & importance. Detailed study of organizations such as AITE, IATE.

(ii) Inservice education of teachers. Critical appraisal of activities of NCTE, NTE, NIEPA.

(iii) Study of inservice teacher programmes of U.K. & U.S.A.

Unit-V (i) Recent trends in teacher education: Various methods.

(ii) Teacher education programme in U.K. & U.S.A. in comparasion with Indian set up.

(iii) Distance education and teacher education

(iv) Orientation & Refresher Course.

BIBLIOGRAPHY:

1. Allen, D and Ryan, K.(1969) Microteaching. Mass: Addison Wesley.

2. Chadda, D.K.(1991) Dimensions of Teacher Education, New Delhi Sangita Printers.

3. Combs, A.W.(1965) The Professional Education of Teachers : A Perceptual View of Teacher Education Boston: Allym & Bacon.

4. Jangira, N.K. & Singh, A.(1984) Core Teaching Skills - Micro Teaching Approach. New Delhi: NCERT.

5. Khan, M.S.(1983) Teacher Education in India & Abroad. New Delhi: Ashish Publishing House.

6. Kundu, C.L. (1988) Teacher Education, New Delhi: Sterling Publishers Pvt. Ltd.

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12. NCERT (1984) Curriculum Evaluation, New Delhi. NCERT.

13. NCERT (1990) Elementary Teacher Education Curriculum - Guidelines & Syllabi: New Delhi. NCERT.

14. NCERT (1990) Secondary Teacher Education Curriculum: Guidelines & Syllabi, New Delhi: NCERT.

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Paper-IV & V (ix) CURRICULUM DEVELOPMENT

Max. Marks:100

Time :3 hrs.

Objectives:

1. To develop an understanding of the education process and the importance of curriculum in this process.

2. To develop an awareness of the dynamics of the curriculum development and the need for curricular change.

3. To develop an understanding of the various theories of curriculum development.

4. To develop an awareness of recent researches and trends in the field of curriculum development and ability to evaluate and reform the existing curriculum.

5. To enable future teacher education capable of up-dating and explosion of knowledge.

Contents:

Note:The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two.

Unit-I Bases and Determinants of Curriculum:

    (i)   Philosophical
    (ii)   Psychological
    (iii) Sociological
    (iv) Descipline-Oriented Considerations.

Unit-II Curriculum Design:

    (i)   Principles
    (ii)   Approaches.

Unit-III Construction and Development of Curriculum:

    (i)   Different Models.
    (ii)   Administrative
    (iii) Grass-root.
    (iv) Demonstration
    (v)   Systems Analysis.

Unit-IV

    (i) Curriculum Implementation: Leadership role, community Participation and instructional guides for the teachers and students.

    (ii) Curriculum Evaluation:

    -   formative and summative evaluation, interpretation of evaluation results.

Unit-V (i) Issues, Recent Trends and Researches in curriculum in India.

    (ii) Views of the following commissions on Curriculum in India.

    - University Education Commission, 1948.
    - Secondary Education Commission, 1952.
    - Education Commission, 1966.

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1. Alberty, H.B. & Alberty, E.J. (1962) Reorganizing the High School Curriculum, New York: Macmillan Publishing Co. Ltd.
2. Anderson, D.C.(1981) Evaluating Curriculum Proposals New York: John Wiley & Sons.
3. Barnes, D.(1982) Practical Curriculum Study. London: Roultedge & Kegan Paul.

4. Bhatt, R.D. and Sharma, S.R.(1992) Principles of Curriculum Construction. New Delhi : Kanishka Publishing House.
5. Davies, I.K.(1976) Objectives in Curriculum Design, Maiden Head: Mc Graw Hill.
6. Doll, R.(1986) Curriculum Improvement: Decision Making Process. 6th Ed. Boston: Allyn & Bacon.
7. Eisner, E.W.(1982) Cognition & Curriculum. A Basis for Deciding what to teach. New York & London: Longman.
8. Golby, M. Greenwald, J. West, R.(1975) Curriculum Design. London: The English Language Book Society & Croom Helm/Open University Press.
9. Grundy, S.(1987) Curriculum: Product or Praxis. London, News York & Philadelphia: The Falmer Press.
10. Hammersby, M. Hargreaves, A.(1983) Curriculum Practice: Some Sociological Case Studies. London & New York: The Falmer Press.
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15. Reid, W.A.(1978) Thinking About the Curriculum The Nature & Treatment of Curriculum Problems. London: Roultedge & Kegan Paul.
16. Watts, M.(1991) Science in the National Curriculum. London: Cassell Educational Ltd.

Paper-IV & V (x) EDUCATION AND SOCIAL DYNAMICS

Max. Marks.100

Time :3 hrs.

1. To organise the thinking of students towards sociological aspect of educational endeavour.

2. To lead them to develop a sociological outlook towards education in order to play the role in directing on development of education.

3. To lead them to make analysis of special dynamics to realize the role of education as an instrument of social change.

4. To enable them to understand the problems of class-rooms as miniature society.

5. To make students an effective teacher as social engineer.

Contents:

Note:The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two.

Unit-I Function of educational sociology. Education as an instrument of social dynamics.

Unit-II Education, culture, role of education in cultural change concept of personality from sociological point of view, relation between personality and culture in dynamic aspect.

Unit-II Dynamics of society - postulates of social change and social engineering. Planning as a technique of social progress.

Unit-IV (i) Conflict analysis sociological aspect of student unrest in India.

(ii) Education and tribal people, their special needs & problems.

Unit-V (i) Techniques of research in group dynamics, sociometry.

(ii) Educational reforms and social reconstruction, role of education in educational system for the sociological change.

Books Recommended:

1.	Vaizey, J.	-	The Economics of Education, London
2.	Holling, T.H.B. (Ed)	-	Aim in Education, Manchestor, 1984.
3.	Ottoway, A.K.C.	-	Education and Society, London Routledge 1962.
4.	Russell, B.	-	On Education.
5.	Cootis and Boultweedd,	-	A short History of Educational Ideals, U.T.P., 1964.
6.	Dewey, J.	-	Democracy and Education, New York, Max-millan.
7.	Kuppuswamy, B.	-	Social Change in India.

8. Mathur, S.S.   -   A Sociological Approach to Indian Education, Agra, Vinod Publications.

9. Edgar Faure   -   Learning to Be. at.al. UNESCO, Paris, 1972.

10. Mukerjee, I.C.   -   Education and Economic Development.

11. Kothari, D.S.   -   Education and National Development (Report of the Indian Education Commission 1964-66).

12. Baljit Singh   -   Education as an Investment.

13. Prof. V.R. Taneja   -   Socio Philosophical Approach to Education Atlantic Publishers, B-2, Vishal Enclave, Najafgarh Road, New Delhi.

14. Prof. V.R. Taneja,   -   Educational and National Development, Atlantic Publishers, New Delhi.

15. Dr. K.P. Pandey   -   Perspective in Social Foundations of Education, Amaltash Prakashan, Ghaziabad.

16. Belok.   -   Society and Change, Anu Publications, Meerut.

17. Dr. D.S. Sharma,   -   Education & Indian Society (Hindi), Loyal Book Depot, Meerut.

18. Talcott, Parsons   -   Essays in Sociological Theory Light & Life Publishers, New Delhi.

19. N. Swarup Saxena and Others.   -   Philosophical & Sociological basis of Education (Hindi), Royal Book Depot, Meerut.

20. B.C. Rai   -   Sociological & Philosophical basis of Education, (English), Parakshan Kendra, Sitapur Road, Lucknow.

Paper-IV & V (xi) PSYCHODYNAMICS OF MENTAL HEALTH

Max. Marks:100
Time :3 hrs.

General Aim

To develop understanding and insight into concept of mental health and a whole organised personality and to make students aware of behaviour disturbances or abnormal behaviour

Objectives:

1. To understand the concept of mental health and its importance in education.

2. To understand the concept of abnormality of behaviour and the factors.

3. To understand the measures helpful in proper adjustment of the individual.

4. To understand the methods and techniques for creating and maintaining a sound mental health.

Contents:

Note:The students are required to attempt five question in all, selecting atleast one question from each Unit out of two.

Unit-I Concept of mental health - its criteria, adjustment process and principles of wholesome personality organisation.

Unit-II (i) Dynamics of human adjustment: Basic needs and their gratification, frustration and conflict, Defensive behaviour patterns and anxiety: its general nature and effects on human adjustment.

(ii) Social pressures and mental health: effects of cultural variation and social status, mental health in relation to physical fitness, emotional climate of home and ordinal position and size of the family.

Unit-III Patterns of maladjustment: Kinds of psychoneurosis and functional psychosis. Some psychosomatic disorders.

Unit-IV School and mental health. Problems of pre-school, primary school and secondary school children. Mental hygiene programme for schools curriculum and mental health aspects of evaluation.

Unit-V Regarding Mental Health: Psychotherapy its general nature, varieties of psychotherapics and psychotherapeutical measures, Yoga and Mental Health.

BIBLIOGRAPHY:

1. Agrawal, K.G. and Pachal, T.K.(1993) Inner world of the Handicapped. A study of problem of the disabled. New Delhi Khanna Publishers.

2. Hawkridge, D. Vineent, T & Sales, G.(1985) New Information Technology in the Education of Disabled Children & Adults London & Sydney Croom Helm.

3. Rawat, V.S. & Sobti, A.(1992) A Resources Guide to special Education New Delhi: Creative.

4. Shankar, V.(1978) problem children, New Delhi: Atma Ram & Sons.

5. Srivastava, A.P. & Srivastava, A.(1983). On Bringing up woak and show Learning Children. Research Findings & Knowhow. New Delhi: The Learning Laboratory.

Paper-IV & V (xii) ENVIRONMENTAL EDUCATION

Max. Marks:100
Time :3 hrs.

Objectives:

1. To develop in the students an understanding of the nature, principles & objectives of environmental education.

2. To acquaint the students with the types of environment & environmental priorities in India.

3. To acquaint the students with Ecosystem of its various dimensions.

4. To help the students to understand the human influence on the environment and distinction of men as a force that can change the environment.

5. To acquaint the students with instructional resources from environmental education.

6. To acquaint the students with future trends & researches in environmental education.

Contents:

Note: *The students are required to attempt five questions in all, selecting atleast one question from each Unit out of two.*

Unit-I (i) Meaning, nature and principles of environmental education.

     (ii) Goals and objectives of environmental education.

     (iii) Managerment of environmental education - its planning, organization, staffing, co-ordination etc.

     (iv) Approaches to environmental management, viz, preservative and conservative approaches.

        Our environment:-Environment as a medium of learning, types of environment natural & social. Components of environment. Abiotic viz, land, air, atmosphere & space. Biotic viz., microbes, plants, animals & men. Environmental priorities in India - Environmental management, population stabilization, integrated land use planning, conservation of biological diversity, development of non-polluting, renewable energy systems environmental education & awareness, updating environmental law. New dimensions to national security.

Unit-II Ecosystem - definition, structure & functions. Functional aspects of eco-systems-productivity of ecosystem, food chains (primary producers and primary consumers) Food, web, energy flow, nutrient cycling, Ecological concepts, niche, succession, climax, population & community.

        Human influences on environment - distinction of man as a force that can change the environment.

        Crisis in the environment - human activity and environmental degradation, various types of pollutions (green house effect, ozone depletion) Industrialization, Organisation (Problems created by slums, transports, improper land use wrong agricultural practices & over grazing), Deforestation and wild life poaching, radiation hazards.

Unit-III Human activity and conservation of environment - level of awareness, non-government organization (NGOs) Chipco movement, Green peace, Afforestation, Social Forestry, Effects initiated at Global level - UN Conference on the human environment (Sweden 1972). International Bio-logical programme (IBP), International Union of Geodesy and Geophysics (IUGG), Scientific Committee on Problems of the Environment (SCOPE), Man & Biosphere (MAB) Programme, etc. Efforts initiated at national level-national committee on

Environmental planning & coordination (NCEPE), Environment Research Committee (ERC) & MAB under UNESCO, Separate Ministers of Environment both at the Centre & several states.

Unit-IV   Environmental jurisprudence - International conferences & conventions on environment, UN international drinking water supply and sanitation decade etc., Several statutes Passed in India e.g. Insecticides. act (1986), Wild Life Protection acts (1972-1986), Water pollution cess Act (1977), Forest Conservation Act (1980), Air Prevention and Control of Pollution Act (1981) and Environment Protection Act (1980), Earth Summit at Rio for Environmental Protection, 1992 etc.

Unit-V   (i)   Instructional Resource for Environmental Education - formal and non-formal environmental education: Activities, structure, nature of learners & education needs. Text books, teacher guides, publications, teaching aids, mass media & their special roles. Non-conventional instructional resources, Human resources its limitations.

(ii)   Environmental education at primary, secondary levels. Educational Programmes for adults.

Books Recommended:

1. Trends in Environmental Education, UNESCO Publications.
2. Sharma, R.C.   Environmental Education, Metropolitan, New Delhi, 1981.
3. Sharma, P.D.   Ecology and Environment, Rastogi Publication, Meerut, 1990.
4. Knosnoc, T.N.   Environmental concerns and strategies, Indian Environmental Society, 1984.
5. Environment Priorities in India and Sustainable Development, Presidential Address, 73rd session, Indian Science Congress, Association, New Delhi, 1986.
6. Odum, T.H. Environment, Power & Society, Wiley & Sons, Inc. New York, 1954.
7. Czlarke, G.L.   Elements of Ecology, John Wiley & Sons, Inc., New York, 1954.
8. Etherington, J.R.   Environment & Plant Ecology, John Wiley & sons, New York, 1974.
9. Whittakor, R.H.   Communities and Ecosystems Id. ed., Macmillan, New York, 1975.