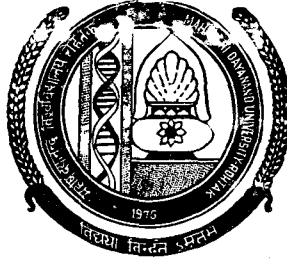


# Maharshi Dayanand University Rohtak



## Ordinances, Syllabus and Courses of Reading for Master of Education Examination

Session—2002-2003

**Available from :**

Deputy Registrar (Publication)  
Maharshi Dayanand University  
Rohtak-124 001 (Haryana)

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**ORDINANCE: MASTER OF EDUCATION  
(M.Ed.) EXAMINATION**

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 which 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 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 practical (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 repetition shall be allowed only once.
7. A candidate who fails to pass the Master of Education Examination within a period 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 prescribed by the University from time to time.  
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

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 admission, 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 an 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 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 as per rules.

A candidate shall, in order to pass in the additional paper(s) be required to obtained 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 course 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 additional subject, provided that he des not take the examination in more than two subjects/papers simultaneously with full subjects of his main examination.

## **M.Ed.**

### **Courses of Reading w.e.f. 2002-2003 Session**

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

Theory papers will be of 100 marks each. Dissertation will be of 100 marks (75 marks for dissertation and 25 marks for viva voce.) Fieldwork will be of 100 marks. External and internal examiners will evaluate Dissertation and Fieldwork jointly.

**Paper I Philosophical & Sociological Bases of Education.**

**Paper II Advanced Educational Psychology.**

**Paper III Research Methodology and Statistics in Education**

**Paper IV Comparative Education and Curriculum Development.**

**Paper V & VI Any two of the following:-**

- (i) Special Education
- (ii) Educational Measurement and Evaluation
- (iii) Teacher Education
- (iv) Computer Education
- (v) Adult and Continuing Education
- (vi) Environmental Education
- (vii) Value Education and Human Rights
- (viii) Distance Education
- (ix) Management and Administration of Education
- (x) Educational Technology
- (xi) Educational and Vocational Guidance
- (xii) Mental Hygiene and Education
- (xiii) Economics of Education and Educational Planning.
- (xiv) Advanced Statistical Methods in Education
- (xv) Yoga Education

**Paper VII      Dissertation and Fieldwork****Model paper***[For M.Ed. w.e.f. 2002-2003 Examination]***Time : 3 hours****Max. Marks : 100****Note:-**

- i)      **Attempt 5 question in all**
- ii)     **Selecting one question from each Unit.**

**COMPULSORY****1.      Write short notes on the following**

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

**20 (5 × 4)****UNIT-I**2.      ..... **20****or**3.      ..... **20****UNIT-II**4.      ..... **20****or**5.      ..... **20****UNIT-III**6.      ..... **20****or**7.      ..... **20****UNIT-IV**8.      ..... **20****or**9.      ..... **20****Instructions for Paper Setter**

Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions. Q.No. 1 will be compulsory and it will carry 20 marks. It will comprise of 5 short answer type notes of 4 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 20 marks each.

## M.Ed.

**Paper I: PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION****Time : 3 hours****Max. Marks :100****Note:-**

Each question paper will have three parts-A, B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

**This paper aims at developing the following competencies:**

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



**COURSE CONTENTS****UNIT-I**

1. Meaning and Functions of Educational Philosophy, Relationship of Education and Philosophy.
2. Indian Schools of Philosophy - Vendanta, Sankhya, Buddhism and with special reference to the concepts of reality, knowledge and values and their educational implications.
3. Contributions of Indian Thinkers:- Vivekananda, Aurobindo, Tagore, Gandhi and Swami Daya Nand.

**UNIT-II**

4. Western schools of Philosophy:- Idealism, Realism, Naturalism, Pragmatism, Marocizm and Existentialism with special referene to the concepts of reality, Knowledge and values, their educational implications for aims, contents and methods of education.

**UNIT-III**

5. Concept and Nature of Educational Sociology and Sociology of Education, Relationship of Sociology and Education.
6. **Education and Social Change** Meaning, Nature and Factors determining Social Change, Constraints of Social changes in India; Caste, Ethnicity, class, language, religion and regionalism.
7. **Education and Democracy** Constitutional Provisions for Education, Nationalism and Education; Education for National Integration and International Understanding.

**UNIT-IV****Education and Social Mobility**

8. Education as related to social stratification and social mobility.
9. Education as related to social equity and equality of Educational Opportunities.
10. Education of socially and economically disadvantaged sections of society with special reference to scheduled castes and scheduled tribes, women and rural populations.
11. Education; economic growth and development: concept of education as investment; education and

modernization; Education in the local and global perspectives: implications of globalization for system of education.

### SELECTED READINGS

1. Baskin, Wade. *Classics in Examination*. Vision Press London, 1996.
2. Brubacher, John S. *Modern Philosophien. of Education*. Tata McGraw Hill New Delhi, 1969.
3. Broudy, H.S. *Building a Philosophy of Education*. Kriaher, New Kriaher, New York, 1977.
4. Butler, J.D. *Idealism in Education*. Harper and Row, New York, 1977.
5. Dewey, John. *Democracy and Education*, MacMillan, New York. 1966.
6. Dupuis, A.M. *Philosophy of Education in Historical Perspective*. Thomson Press New Delhi, 1972.
7. Kneller, George F. *Foundations of Education*. John Wiley and Sons, 1978.
8. Morris, Van C. *Existentialism In Education What it Means*. Harper & Row, New York, 1966.
9. Pandey, R.S. *An Introduction to Major Philosophies of Education*. Vinod Pustak Mandir, Agra, 1982.
10. Pandey, K.P. *Perspectives in Social Foundations of Education*. Amitash Prakashan, Ghaziabad, 1983.
11. Havighurst, Robert et al. *Society and Education*. Allyn and Bacon, Baston, 1995.
12. Gore, M.S. *Education and Modernization In India*. Rawat Publishers, Jaipur, 1984.
13. Kamat, A.R. *Education and Social Change In India*. Samaiya Publishing Co., Bombay, 1985.
14. Maunheim, K et al. *An Introduction to Sociology of Education* Routledge and Kegan Paul, London, 1962.
15. M.H.R.D. *Towards an Enlightened and Human Society*. Department of Education, New Delhi, 1990.
16. Inkeles, Alex. *What is Sociology?* Prentice Hall of India, New Delhi, 1987
17. Maslow, A.H. (Ed.). *New Knowledge in Human Values*.

18. Mossish, loor. *Sociology of Education: An Introduction*. George Allen and Unwin, London, 1972.
19. Narvane, V.S. *Modern Indian Thought*. Orient Longmans Ltd., New York, 1978.
20. Mukerjee, R.K. *Ancient Indian Education*. Motilal Banarsidas, Varanasi, 1969.

**M.Ed.**

**Paper II: ADVANCED EDUCATIONAL PSYCHOLOGY**

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

To enable the student to understand concepts and principles of educational Psychology as an applied science.

1. To outline the scope of educational psychology.
2. To describe the process of growth and development.
3. To understand different theories of learning.
4. To explain the process of adjustment.
5. To understand the methods of personality assessment.
6. To understand the concept of personality.

**COURSE CONTENTS**

**UNIT-I**

1. Relationship of Education & psychology. Scope of

**Psychology:-**

- Experimental
- Clinical
- Differential

**2. Concept of Growth and Development**

- Physical Development during Childhood and Adolescence.
- Social Development during Childhood and Adolescence.
- Emotional Development during childhood and Adolescence.
- Intellectual Development during childhood and Adolescence.

**UNIT-II**

**3. Individual Differences**

- Meaning and Areas
- Determinants: Role of Heredity and Environment in Developing Individual Differences.
- Implications of Individual Differences for organizing Educational Programmes.

**4. Gifted and Mentally Retarded**

- Meaning and characteristics
- Needs and problems
- Special Measures for their Education

**5. Creativity**

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

**UNIT-III**

**6. Intelligence**

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

**7. Personality**

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

**UNIT-IV****8. Learning**

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

**9. Hull's Reinforcement Theory**

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

**10. Motivation**

- Concept of Motivation
- Theories of Motivation:
  - Psychological Theory
  - Psycho-analytical Theory
  - Murray's Need Theory
  - Maslow's Theory of Hierarchy of Needs
  - Theory of Achievement Motivation
- Factors affecting Motivation

**SELECTED READING**

1. Abramson, Paul, Respondents: 'Personality', New York: Holt Rinehart and Winston, 1980.
2. Allport, G.W.: 'Personality', New York: Holt, 1954.
3. Allport, G.W.: 'Pattern and Growth in Personality', New York: Rinehart and Winston, 1961.
4. Andrews, T.W. (Ed.): 'Methods in Psychology', New York: John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R. Charles, Don, C.: The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston, Inc; literacy 1962.
6. Baum, A., Newman, S., West R., & Mc Manus, C. Cambridge Handbook of Psychology, Health & medicine, Cambridge: Cambridge University Press, 1997.

7. Coleman, J.C.: Abnormal Psychology and Modern life, Bombay: D.B. Taraporewala Sons & co., 1976.
8. Dicapro, N.S.: Personality Theories, New York: Harper, 1974.
9. Douglas, O.B. Hall, and B.P.: Foundations of Educational Psychology, New York: The Mac Millan Co., 1948.
10. Gagne, R.M.: The Conditions of Learning, New York, Chicago: Holt, Rinehart and Winston, 1977.
11. Gates, A.T. et. AL: Educational Psychology, New York: Mac Millan, 1963.
12. Hilgard, E.R.: Theories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L. Educational Psychology, Delhi Sterling Publishers, 1984.
14. Kundu, C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shanker Udey: Development of Personality, 1965.
17. Talbott, J.A., Hales, R.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (Personality) Ltd. 1984.
18. Thorpe, G.L. & Olson, S.L. Behaviour Therapy, Concepts, Procedures and Applications, London: Allyn Bacon, 1999.

### M.Ed.

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

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A, B, & C. Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from

each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

### **COURSE OBJECTIVES**

**To enable the students to develop:**

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

### **COURSE CONTENTS**

#### **UNIT-I**

##### **1. Nature and Scope of Education Research:**

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

##### **2. Formation of Research Problem:**

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

##### **3. Sampling:-**

- Concept of population and sample
- Steps and characteristics of a good sample

- Sampling errors and how to reduce them
- Various methods of Sampling: Probability and non-probability

#### **UNIT-II**

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

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

#### **5. Descriptive Statistics:**

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

#### **UNIT-III**

#### **6. Major Approaches to Research:**

- Descriptive research, Ex-post facto research
- Historical research
- Experimental research: Experimental Designs.
- Brief description of qualitative Research: Scope and areas of application.

#### **7. Research Report**

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

#### **8. Measures of Relationship and NPC**

- Meaning, Assumption, Computation and Uses of:
- Product Moment Correlation
- Partial and Multiple
- Coefficient and Tetrachoric
- Rank Difference Correlation
- Normal Probability Curve: Meaning and Characteristics, Skewness and Kurtosis.

#### **UNIT-IV**

#### **9. Inferential Statistics:**

- Null hypothesis



- Standard error, Confidence limits.
- T-test: Significance of difference between Means, Proportions and Percentages (Independent Samples)
- F-test: One way ANOVA-Concept, assumption, Computation and uses.

#### 10. Non- Parametric Tests:

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

#### SELECTED READINGS

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
2. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra
3. Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi.
4. Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
5. Edward, Allen Literacy (1968), Experimental Designs in psychological Research, Holt, Rinehart and Winston, New York.
6. Ferguson, George A (1976). Statistical Analysis in Psychology and Education, Mc Graw Hill, New York
7. Garrett, H.E. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
8. Good; C.V. and Douglas, E.Scates 19540, Methods in Social Research, McGraw Hill, New York.
9. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
10. Kerlinger, F.N. (1973), foundation of Behavioural Research, Holt, Rinehart and Winstorn, New York.
11. Koul, Lokesh (1988), Methodology of Research, Vikas, New Delhi.
12. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
13. McMillan, James H. and Schumarcher, S. (1989), Research in educational: A Conceptual Introduction

14. Mouly, A.J. (1963), *The Science of Educational Research*, Euroasia, New Delhi.
15. Neuman, W.L. (1997), *An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches*, Allyn and Bacon, Boston.
16. Siegel, S. (1986), *Non-parametric Statistic*, McGraw Hill, New York.
17. Travers, R.M.W. (1978), *An Introduction to Educational Research*, Macmillan, New York.
18. Van Dalen, D.B. (1992), *Understanding Educational Research*, Mc Graw Hill, New York.
19. Young, P.V. (1960), *Scientific Social Surveys and Research*, Prentice Hall, New York.

M.Ed.

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

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

1. To acquaint the student with educational systems in terms of factors and approaches of comparative education.

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

### **COURSE CONTENTS**

#### **UNIT-I**

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

#### **UNIT-II**

4. Elementary Education: Concept of Universalization, its implications for Indian education, Primary education in U.S.A., U.K. and India (Aims, Content, Methods of instruction and Evaluation system.)
5. Secondary education in U.K., U.S.A. and India. Vocationalization of Secondary Educational in U.K., U.S.A. Russia and India.

#### **UNIT-III**

6. Higher Education in U.K., U.S.A. and India.
7. Distance Education: its needs and various concepts with reference to U.K., Australia and India.
8. Educational Administration in U.K., U.S.A. and India.
9. Curriculum: Concept, Factors affecting Curriculum Development: Philosophical, Psychological, Sociological and Discipline Oriented Considerations.
10. Curriculum development Different Models: Administrative, Grass root Demonstration and System Analysis

**UNIT-IV**

Curriculum Evaluation in terms of learning outcome:  
Concept, formative and summative Evaluation System of  
according marks, ratings and grades Interpretation of  
Evaluation of Results.

**SELECTED READINGS**

1. Andrey & Howaed Nicholls. *Developing Curriculum-A Practical Guide*. George Allen and Unwin, London, 1978.
2. Bexday, G.Z.L. *Comparative Methods in Education*. Oxford and IBH Publishing Co., New Delhi, 1964.
3. Cramer, I.F. & Brown G.S. contemporary Education A Comparative Study of national System. Harcourt Brace & Company New Delhi 1965.
4. Denis Lawten. School Curriculum Planning Hodder and Stoughton London, 1986.
5. Dent, H.C. Educational System of England. George Allen and Unwin, London, 1981.
6. Edwaed, A. Krug, the Secondary School Curriculum, Harper and Row Publishers, New Delhi 1961.
7. Hans, Nicholas. Comparative Education. Routledge and Kegan Paul, London, 1961.
8. Harold Alberty. Reorganizing the High School Curriculum. MacMillan Company, New Delhi, 1957.
9. Harold, B. Alberty & Elsic, J. Alberty. The Curriculum The Curriculum Company New Dlehi. 1963.
10. Hugh Sockelt Designing the Curriculum. Open Books, London, 1976.
11. Ivor, K. Daavies. Objectives in Curriculum. Design. McGraw Hill, London 1976.
12. John D. McNeil. Curriculum. Little Brown and Company, Boston, 1977.
13. Joseph, Leese. The Teacher in Curriculum. Making. Harper and Brothers Publishers, New Delhi. 1961.
14. Kandel, I.L. Studies in Comparative Education. George harrup, New Delhi 1963.
15. King, E.J. Other Schools and Ours. Holt, Rinehart and Winston, New York, 1959.
16. William, M. Allexander. Planning Curriculum for Schools. Holt, Rinehart and Winston, New York, 1966.

**M.Ed.****Paper V & VI (Option i): SPECIAL EDUCATION****Time : 3 hours****Max. Marks :100****Note:-**

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

To make the students:

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

**COURSE CONTENTS****UNIT-I**

1. **Concept of Exceptionality:**
  - Positive, Negative and Multiple deviations
  - Needs and Problems of Exceptional Children

**2. Nature of Special Education**

- Objectives
- Historical Perspective
- Continuum of Special Education alternatives/ programmes
- Integrated/Inclusive Education

**UNIT-II**

**3. Education of Orthopaedically Handicapped**

- Concept
- Types of Handicap
- Characteristics
- Educational Programmes

**4. Education of Mentally Retarded**

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

**UNIT-III**

**5. Education of Visually Impaired**

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

**6. Education of Hearing Impaired**

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

**7. Education of Learning Disabled**

- Characteristics
- Types
- Identification
- Educational and intervention programmes

**UNIT-IV****8. Education of Gifted, Creative, Creative & Juvenile Delinquents**

- Characteristics
- Identification
- Problems
- Educational Programmes

**9. Guidance and Counselling for Exceptional Children**

- Meaning and Need
- Role of Teachers and other Specialties.

**SELECTED READINGS**

1. Bender W.N. Learning Disability, Allan & Bacon, Bacon, Simon and Schuster, 1995, Boston, London.
2. Berdine W.H. & Blackhurst A.E. (eds.) An Introduction to Special Education, Harpers Collins Publishers, Boston, 1980.
3. Dunn, : L. Bay, D.M. (ed.) Exceptional Children in the Schools, New York; Holt Rinehart, Winston.
4. Hallahar D.P. & Kauffman, J.M. Exceptional Children Introduction to Special Education Allan & Bacon, Massachusets, 1991
5. Hewett Frank M. & Foreness Steven R. Education of Exceptional Learners, Allan & Bacon, Massachusets, 1984.
6. Jordern, Thomes E. The Exceptional Child, Ohio: Merroll.
7. Kirk S.A. & Gallagher J.J. Education of Exceptional Children; Houghton Mifflin Co., Boston, 1989.
8. Magnifico, L.X. Education of the Exceptional Child, New York, Longman.
9. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
10. Singh, N.N. and Beale, I.L. (eds) Learning Disabilities- Nature, Theory and
11. Treatment, Springer-Verlag, New York, Inc: 1992.
12. Smith, C.R., Learning Disabilities- The Interaction of Learner, Task and Setting. Allan & Bacon, Massachusets, 1991.
13. Strange, Ruth: Exceptional Children & Youth, J.J.: Prentice Hall.

M.Ed:

**Paper V & VI (Option ii): EDUCATIONAL MEASUREMENT AND EVALUATION****Time : 3 hours****Max. Marks :100****Note:-**

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

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

**COURSE CONTENTS****UNIT-I**

1. Educational Measurement and Evaluation



- Levels of Measurement
  - Evaluation: Functions and basic principles of evaluation Taxonomic
  - Inter-relationship between measurement and evaluation: Use of Taxonomic categories of educational objectives.
2. **New Trends in Measurement and Evaluation**
- Grading System: Relative merits and demerits of marking and grading
  - Semester System
  - Continuous and comprehensive evaluative
  - Question banks
  - Use of computer in evaluation

#### **UNIT-II**

3. **Tools of Measurement & Evaluation**
- Essay tests, objectives type tests
  - Questionnaire and Schedule
  - Inventories
  - Performance tests
4. **Characteristics of a Good Measuring instrument**
- Concepts of True and Error scores
  - Reliability
  - Validity
  - Norms
  - Usability

#### **UNIT-III**

5. **Test Standardization**
- Norm referenced and criteria referenced tests
  - Standard Scores, T-scores
  - Construction and Standardization of an achievement test
  - Interpretation of test scores and methods of feedback to students.
6. **Analysis of Variance**
- Analysis of Variance (upto two ways): Concepts, assumptions, computation and uses.

**UNIT-IV****7. Concept and Measurement of the following**

- Achievement test
- Aptitude tests
- Intelligence tests
- Attitude and value scales
- Interest inventories

**8. Correlation**

Concept, computation and significance of the following:

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

**SELECTED READINGS**

1. Adams, G.K. (1965), *Measurement and Evaluation in Psychology, Education and Guidance*, Holt, Rinehart & Winston New York.
2. Aggarwal Y.P. (1998), *Statistical Methods: Concepts, applications and Computation*, Sterling New Delhi.
3. Aggawal, R.N. and Asthana, Vipin (1983) *Educational Measurement and Evaluation* Vinod, Agra.
4. Aiken, L.R. (1985), *Psychological Testing and* , Allynand Bacon, Bacon.
5. Anastasi, A (1982), *Psychological Testing*, Mac Millan, New York.
6. Cronbach, L.J. (1964), *Essentials of Psychological Testing*, Harper and Row, New York.
7. Ebel, R.L. and Frisbel, D.A. (1990), *Essentials of educational Measurement*, Prentice Hall, New Delhi.
8. Freeman, F.S. (1965), *Theory and Psychological Testing*, Holt, Rinehart & Winston, 1965.
9. Garrett, H.E. (1973), *Statistics in educational and Psychological*, Vakils, Feffer Simons, Bombay.
10. Groilford, N.E. (1981), *Measurement and Evaluation in Teaching*, Mac Millan, New York.

11. Guilford, J.P. (1980), *Fundamental Statistics in Psychological and Education* Mac Millan Graw Hill, New York.
12. Karme, L.J. and Karmel, M.C. (1978), *Measurement and Evaluation in Schools*, Mac Millan, New York.
13. Mehrens, W.A. and Lehmann, I.J. (1984), *New York Education and Psychological*, Holt Rinehart and Winston, New York.
14. Thorndike, R.L. and Haen, E. (1970), *Measurement and Evaluation in Psychological and Education*, Eiley, New York.

**M.Ed.**

**Paper V & VI (Option iii): TEACHER EDUCATION**

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

To enable the students to understand about the:

1. Concept, aims and scope of teacher education in India with historical perspectives.
2. Teaching profession and types of teacher education programmes.
3. Development of teacher education Curriculum in India.

4. Different competencies for a teacher for effective transaction
5. Research in various areas of teacher education.

### **COURSE CONTENTS**

#### **UNIT-I**

- Teacher Education: Concept, Historical perspectives, Recommendations of various commissions on teacher education with special emphasis on Kothari Commission and NPE 1986 & 1992.
- Aims and objectives of teacher education at
  - Elementary level
  - Secondary level
  - College level

#### **UNIT-II**

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

#### **UNIT-III**

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

#### **UNIT-IV**

- a) Instructional Strategies in Teacher Education
  - Lecture Strategy
  - Discussion

- Brain storming
  - Supervised study
  - Individualized study
  - Simulation
  - Action research
- b) Areas of Research in Teacher Education with special emphasis on:
- Teacher effectiveness
  - Criteria of admission
  - Modification of teacher behaviour
  - School effectiveness

### SELECTED READINGS

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
2. Deghton, Lee.C. The Encyclopedia of Education Vol. I & II, Mac Millan & Co. & Free Press, New York.
3. Delors, J. (1996), Learning: The Treasure within UNESCO Publishing.
4. Dunkin, J. Micheal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
5. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.
6. Mangla, Sheela (2000), Teacher Education: Trends Strategies, Radha Publishing, New Delhi.
7. Ministry of Educatin 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
8. Millman, J., (1988), Handbook of Teachers Education, Boverly Hills, Sage Publishing.
9. Mitzel, H.E. (1982) Encyclopedia of Education Research (5Ed.) New York, Free Press.
10. MHRD (1986) National Policy on Education of Programmes of Action, Govt. of Indian New Delhi.
11. MHRD (1990) Rama Murti Committee Report, Department of Education, Govt. New Delhi.
12. MHRD (1992), Programmes of action, Department of Education, Govt. New Delhi.

13. Nayar, D.P. (1989) Toward a National System of Education, Mittal Publishing, New Delhi.
14. NCERT (1987) In service Training Package for Secondary Teachers MHR, New Delhi.
15. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publications, New Delhi.
16. Oberoi, M.K. (1995) Professional competencies in Higher Education, UGC Publications, New Delhi.
17. Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York Mac Millan Publishing.
18. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
19. Singh, L.C. et. Al. (1990) Teacher Education in India, New Delhi, NCERT.
20. Singh, Theory (1978), Diffusion of Innovations among Training College of India, Varanasi, Bharat Bharati Prakashan.

#### M.Ed.

#### Paper V & VI (Option iv): COMPUTER EDUCATION

Time : 3 hours

Max. Marks :100

#### Note:-

Each question paper will have three parts-A, B, & C. Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

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

**COURSE CONTENTS****UNIT-I : Computer Basics**

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

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

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

**UNIT-III : Application Oriented Information**

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

**UNIT-IV : Educational Multimedia**

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

**SELECTED READINGS**

1. Cox, J. and Urban, P. "Quick Courses in Microsoft Office. Galgotia Publications, New Delhi, 1999.
2. Jain, Satish: "Introduction to Computer Science and Basic Programming". BPB Publications, New Delhi, 1990.
3. Rajaraman, V, "Fundamentals of Computers", Prentice Hall of India, New Delhi, 1996.
4. Sexena, S., "A first Course in Computers", Vikash Publishing House Pvt Ltd. New Delhi, 1998.

5. Sinha, P.K. "Computer Fundamentals, BPB Publications, New Delhi, 1990.
6. Tanenbaum, A.S. "Computer Networks", Prentice Hall of India, New Delhi, 1998.

**M.Ed.**

**Paper V & VI (Option v): ADULT AND CONTINUING EDUCATION**

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

Making the students to:

1. Understand the basic concept of Adult Education.
2. Understand the developments taking place in the field of adult education in India.
3. Understand the appropriate methods of teaching adults.
4. Understand the major problems confronting Adult Education centres.
5. Obtain the understanding and information to organize Adult Education centres.
6. Understand the working of different agencies in continuing Adult Education Programme.
7. Understand the Use of different methods



8. Understand the methods and strategies of implementation of Adult Education Programme.

### **COURSE CONTENTS**

#### **UNIT-I**

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

#### **UNIT-II**

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

#### **UNIT-III**

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

#### **UNIT-IV**

9. a. Success Stories of Literacy campaigns of following countries
  - Cuba (Cuban Mass Literacy Campaign)
  - Brazil (Brazilian Literacy Movement)

- Tanzania (Tanzania Mass Literacy Campaign), and
  - Vietnam (Mass Literacy Campaign in Socialist Republic of Vietnam)
- b. Problems of Adult Education:
10. Research Priorities in Adult Education
11. Evaluation Procedure in Adult Education, types of Evaluation; Formative and Summative Evaluation.

### SELECTED READINGS

1. Bordia, Anil, J.R. Kidd Drapert Adult Education in India: A Book of Readings, Bombay: Nachiketa (eds.) Publications Ltd., 1973.
2. Bhatia, S.C. & Srivastava: Literacy, Literacy Materials and their preparation: A General perspective, New Delhi: Directorate of Adult Education, 1978.
3. Bhola, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
4. Coles, Edwin K, Townsend: Adult Education in Developing countries, New York Pergamon Press, 1977.
5. Cropley, A.J.: Life Long Education: A Psychological Analysis New York 1977.
6. Dutta, S.C. Adult Education in the Third World New Delhi, and Criterion Publications, 1987.
7. Dutta S.C. Social Education and Social Values in Adult Education in India, Bombay: Nachiketa Publications, 1973.
8. Dutta, S.C. History of Adult Education in India, New Delhi, Indian Adult Education Association, 1986.
9. Draper, James A. "Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult Education Association, 1989.
10. Houle, Cyril, O. : Continuing your Education New York, McGraw Hill Co., 1964.
11. Indian Adult Education Association: Handbook for Adult Education Instructors, New Delhi. 1980.
12. Husan, T. : International Encyclopedia Education, New York Pergamon Press, 1985.

13. Jarvis, Petet (Ed.): Twentieth Century Thinkers in Adult Education, London: Croom Helm, 1987.
14. Kundu, C.L.: Adult Education: Principles, Practice and Precepts, New Delhi: Sterling Publishers, 1984.
15. Kundu, C.L. Adult Education Research: Future Direction, Kurkshetra University, 1987.
16. Mathur, R.S. & Prem Chand: Adult Education Programme: Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association, 1981.
17. Ministry of Human Resource Development: National Literacy Mission, Govt. of India, New Delhi, 1988.
18. Ministry of Human Resource Development; National Policy of Education, Govt. of India, New Delhi. 1986.
19. Mohsin, S.R., J.L. Sachdeva & Asha Sehgal (Ed.) Adult Education Programme, New Delhi: Indian-Adult Education Association, New Delhi, 1983.
20. Nimbalkar, M.R.: Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.
21. Rogers, Alan: Teaching Adults, England Open University, Press, 1986.
22. Shab, S.Y. (Ed.): A "Source Book on Adult Education, New Delhi, Directorate of Adult Education.
23. Sharan B. Merriam, Phyllis M. Cuninghame (Ed.): Handbook of Adult and Continuing Education, Jossey Bas Publishers, San Francisco, London, 1989.
24. Styler, W.E.: Adult Education in India, Bombay: Oxford University Press, 1966.
25. Yadav, R.S.: Adult Education- Concept, Theory and Practice, Associated Publishers, Ambala Cantt.

M.Ed.

**Paper V & VI (Option vi): ENVIRONMENTAL EDUCATION**

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A, B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

### **COURSE OBJECTIVES**

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

### **COURSE CONTENTS**

#### **UNIT-I**

- Introduction to Environmental Education: Concept, importance and scope.
- Aims and objectives
- Guiding Principles and Foundations
- Relationship between man and environment
- Sociological and Psychological Perspectives
- Environmental hazards
- Environmental pollution: physical, air, water, noise, chemical.

**UNIT-II**

- Extinction of flora & fauna, deforestation, soil erosion.
- Need for Conservation, preservation, and protection of rich environmental heritage.
- Features of curriculum for environmental education.
- Special nature of curriculum on environmental education.
- Programme of environmental education for primary, secondary and higher education institutions.

**UNIT-III**

- Concept of environment and eco-system
- Natural systems, earth & Bio-Sphere, a biotic and Biotic components
- Natural resources, abiotic resources.
- Human systems- human beings as part of environment, human adaptations to environment, population and its effects on environmental resources.
- Systems-Industrial growth, Technological and Scientific growth, Technological inventions and their impact on the environmental system.
- Methods and approaches of environmental education.

**UNIT-IV**

- Strategies and approaches of environmental education
- Treating environmental education as a separate subject.
- Integrative and interdisciplinary approaches
- Methods-discussion, seminar, workshop, dialogue, problem solving, field surveys, projects and exhibition
- Role of media, print, films and T.V.
- Comparative study of environmental projects from various countries.

**SELECTED READINGS**

1. Daubenmire, R.F. (1974) Plants and Environment -3rd Edition, John Wiley, New Delhi.
2. Deshabandhu and G.Berberet (1987): Environmental Education for Conservation and Development, Indian Environment Society, New Delhi.
3. Detwyer, T.G. & Marcus, (1972) Urbanization and Environment, Duxbey Press, Belmont, California.

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6. Gregory, K.J. and Walling, D.E. (1981) *Man and Environment, Processes*, Batterworths, London.
7. Holliman, J. (1974). *Consumers Guide to the Population Ecology*, Yale University Press New Heaven.
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9. Hutchinson G.E. (1984); *Environment, Concerns and Strategies*, Indian Environment, Society.
10. Kumar, V.K. (1982) *A Study of Environemt Pollution*, Tara Bok Agency, Varansi.
11. Lohari, B.N. (1984) *Environment Quality Control*. South Asian Publishing, New Delhi.
12. Nelson, I.G. and Byrne, A.B. (1986) *Man as an instrument of Lanscape change*, Alberta, Canada.
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17. Sapro, R.K. (1987) *Environmental Management in India*, Ashish Publishing, Delhi.
18. Singh, S. & Dubey, A. (1989) *Environmental Management Geography* Department, Allahabad University.
19. Saxena, A.B. (1986) *Environmental Education national Psychological Corporation*, Agra.
20. Shamra, P.D. (1990) *Ecology & Environmental Rastogi publishers*, Meerut.
21. Singh, S. (1995) *Environmental Geography*, Prayag Pustak Bhawan, Allahabad.
22. Verma, P.S. & Aggarwal, V.K. (1993) *Environmental Biology*, S. Chand & Company, New Delhi.

23. Vyas, H. (1995) Paryavaran Shiksha, Vidya Mandir, New Delhi.
24. Zelinsky, Wilber. (1986) A Protogue to Population Geography, New Jersey, Englewood Cliffs.

**M.Ed.**

**Paper V & VI (Option vii): VALUE EDUCATION AND HUMAN RIGHTS**

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5-marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

### **COURSE OBJECTIVES**

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

**COURSE CONTENTS****UNIT-I****(a) The Socio-cultural-moral and spiritual context**

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

**(b) Conceptual framework of Value Education**

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

**UNIT-II****Content of value education**

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

**UNIT-III****Theories, Models and Approaches of Value Development:-**

1. Theories of Value Development
  - Psycho-analytic
  - Learning theory-social learning
  - Cognitive development- Piaget and Kohlberg
2. Models of Value Development
  - Value Analysis
  - Inquiry
  - Social Action
3. Approaches
  - Direct and Indirect Approach
  - Integrated concurrent Approach ICA



**UNIT-IV****Education for Human Rights**

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

**SELECTED READINGS**

1. Carey, S.M. "Attitudes and Values" Education Forum, Vol. VII, No. 3, 1962.
2. Guber, F.C. Aspects of Value. University of Pennsylvania press, Philadelphia, 1963.
3. Kluckhohn, C. "The Study of Values". In D.N. Barrett (ed), Value in America, Notre Dame, University of Notre Dame Press, 1961.
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**M.Ed.**

**Paper V & VI (Option viii): DISTANCE EDUCATION**

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A, B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

### **COURSE OBJECTIVES**

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

### **COURSE CONTENTS**

#### **UNIT-I**

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

#### **UNIT-II**

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

**UNIT-III**

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

**UNIT-IV**

- Quality Enhancement and Programme Evaluation
  - a) Quality Assurance of Distance Education
  - b) Mechanisms for maintenance of standards in Distance Education
  - c) Programme evaluation
  - d) Cost-analysis in Distance Education-concept, need and process
  - e) New Dimensions in Distance Education- Promises for the future.

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  20. Rowentree, Derek (Ed.) (1998), *Educational Technology in Curriculum Development*, London: Harper Row Publishing.
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  22. Simpson, O. (2000); *Supporting Students in Open and Distance Learning*, Kogan Page London.
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**M.Ed.**

**Paper V & VI (Option ix): MANAGEMENT AND ADMINISTRATION OF EDUCATION**

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A,B, & C. Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

### **COURSE OBJECTIVES**

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

### **COURSE CONTENTS**

#### **UNIT-I**

1. Meaning, Nature and Scope of Educational Administration, Relationship among management, administration, supervision, and planning.

2. Development of modern Concept of Educational Administration from 1900 to present day.
  - Taylorism
  - Administration as a process
  - Human relations approach to Administration
3. Meeting the Psychological Needs of Employees.

**UNIT-II**

4. Specific Trends in Educational Administration:-
  - Decision Making
  - Organizational Compliance
  - Organizational Development
  - PERT
5. (a) Meaning and Nature of Leadership.  
(b) Theories of Leadership
6. (a) Styles of Leadership  
(b) Measurements of Leadership

**UNIT-III**

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

**UNIT-IV**

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

**SELECTED READINGS**

1. Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
2. Harding, H. (1987), Management Appreciation. London: Pitman Publishing.
3. Hatehy, H.J. (1968), Educational Planning, Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.

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5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development. Bombay: Dhruv & Deep.
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9. Wiles Kimbal (1955), Supervision for Better Schools. N.Y.: Prentice Hall.

**M.Ed.**

**Paper V & VI (Option x): EDUCATIONAL TECHNOLOGY**

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A,B, & C  
Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of framing educational objectives.

4. To edevelop the skill of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To ebable the students to use educational technology for imporving teacher's behaviour.

## **COURSE CONTENTS**

### **UNIT-I**

- Meaning and Scope of Educational Technology: Systems approach to Education and its Characteristics, Components of Educational Technology-Software and Hardware
- Multimedia approach in Educational Technolgoy

### **UNIT-II**

- Modalities of teaching-Teaching as different from indoctrination, instructions, conditioning and training.
- Stages of Teaching-Pre-active, Interactive and Post active.
- Teaching at different levels- memory, understanding and reflective levels of organizing teaching and learning.
- Programmed Instruction: Origin, principles and characteristics
- Types: Linear, Branching and Mathetics
- Development of a Programme: Preparation, Writing, Try out and Evaluation.

### **UNIT-III**

- Modification of teaching behaviour, Micro-teaching, Flanders Interaction Analysis, simulation.
- Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, Classroom communication (Interaction, Verbal and Non-verbal)
- Models of Teaching: Concept, Different families of Teaching Models

### **UNIT-IV**

- Designing Instructional System: Formulation of instructional objectives, Task Analysis, Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions.



- Development of Evaluation Tools: Norm Referenced Tests and Criterion Referred Tests.
- Application of Educational Technology in Distance Education: Concept of Distance Education; Distance and Open Learning systems; Student Support Services: Evaluation strategies in Distace Education; Counselling in Distance Education.

#### **SELECTED READINGS**

1. Davies, I.K., "The Management of Learning", London: Mc Graw Hill, 1971.
2. Dececco, J.P. "The Psychology of Learning and Instruction", New Delhi, Prentice Hall, 1988.
3. Kulkarni, S.S., "Introduction Educational Technology", New Delhi: Oxford & IBH Publishing Company. 1986.
4. Kumar, K.L., "Educational Technology", New Delhi: New Age International Publishers, 1996.
5. Locatis, C.N. and Atkinson, F.D., "Media and Technology for Education and Training", London: Charles E. Publishing Co., 1984.
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8. Merrit, M.D. (Ed.), "Instructional Design", New York: 1971.
9. Mukhopadhyay, M. (Ed.) " Educational Technology:", New Delhi: Sterling, 1990.
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13. Preival, F.l nd Ellington, H., " A Handbook of Educational Technology", New York, Kogan Page, 1988.
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15. Vedanayagam, E.G., "Teaching Technology of College Teachers", New Delhi: Sterling Publishers, 1988.

**M.Ed.****Paper V & VI (Option xi): EDUCATIONAL AND VOCATIONAL GUIDANCE****Time : 3 hours****Max. Marks :100****Note:-**

Each question paper will have three parts-A, B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

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

**COURSE CONTENTS****UNIT-I**

1. Concept, importance and areas of guidance-educational guidance, vocational guidance and personal guidance

2. Organization of guidance services in schools- need, principles and mechanism of organizing guidance functions.
3. Occupational information-meaning and need. Methods of imparting occupational information, Sources of occupational material in India.

**UNIT-II**

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

**UNIT-III**

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

**UNIT-IV**

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

**SELECTED READINGS**

1. Bernard, Harold Women & Fullmer Daniel W. Principles, of Guidance, Second Edition, New York- Thomas Y. Crowell Company, 1977.
2. Jones, J.A: Principles of Guidance, Bombay, Tata,

3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGraw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Miller, F.W: Guidance Principles and Services, Columbia Ohio, Merrill, 1961.
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12. Super, D.E., Schmdt: Appraising Vocational Fitness by Means of Psychological Testing, New York: Harper and Row, 1962.

### M.Ed.

#### Paper V & VI (Option xii): MENTAL HYGIENE AND EDUCATION

Time : 3 hours

Max. Marks :100

Note:-

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very-short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

### **COURSE OBJECTIVES**

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

### **COURSE CONTENTS**

#### **UNIT-I**

##### **1. Mental Health and Mental Hygiene**

- Concepts of Mental Health and Mental Hygiene
- Criteria of Mental Health
- Concept of Wholesome and Abnormal personality
- Aspects, Goals and Principles of Mental Hygiene.

##### **2. Relationship between Human Needs and Mental Health**

- Nature of Needs
- Organic Socio-Psychological and Educational Needs
- Meeting the needs of Children
- Special needs of Indian Adolescents.

#### **UNIT-II**

##### **3. Adjustment**

- Concept and Process of Adjustment
- Concept and Causes of Maladjustment
- Adjustment Mechanism:- Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression, Fixation.
- Conflict:- Concept and Types of Conflict.

#### **4. Diagnostic and Remedial Techniques**

- Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their usefulness
- Psychotherapies:- Counselling Therapy and its types.
- Play Therapy, Rational Emotive psychotherapy, Behaviour therapy.

#### **UNIT-III**

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

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

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

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

#### **UNIT-IV**

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

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

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

- Concept of Yoga in Ancient India
- Yoga as the Scientific Method for the development of personality
- Yoga as the system for preserving the Mental Health
- Accepting Yoga in modern life.

#### **SELECTED READINGS**

1. Arkoff, Abe: Adjustment and Mental Health, New York: Mc Graw Hill Company, 1968.
2. Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin 1952.

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6. Bonny, merl E.: *Mental Health in Education*, Boston: Allyn and Bacon Inc., 1960.
7. Burbury, W.M., Baliient, E. et al: *An Introduction to Child Guidance*, London: MacMillan & Co.
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9. Carroll, Herbert, A.: *Mental Hygiene: The Dynamics of Adjustment (3rd ed.)* Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1956.
10. Coleman, J.C. *Abnormal Psychology and modern life*, Bombay, D.B. Tara Porewlas sons & Co., 1976.
11. Crow, Lester D. & Crow, Alince: *Mental Hygiene*, New York: McGraw Hill Book Company, Inc. 1952.
12. Garg, B.R., *An Introduction to Mental Health*, Ambala, Associated Publications 2002.
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15. Sinha, A.K: *The Concept of mental Health in India and Western Psychologies*, Kurkshetra, Visha Publication, 1978.
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21. Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995.

M.Ed.

**Paper V & VI (Option xiii): ECONOMICS OF EDUCATION  
AND EDUCATIONAL PLANNING**

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

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



**COURSE CONTENTS**

**UNIT-I**

- 1. Economics of Education**
  - Meaning
  - Aims
  - Scope and Significance
- 2. Education as Consumption or Investment**
  - Education as Consumption
  - Education as Investment
  - Difficulties in treating Education as consumption/ investment
- 3. Human Resource Development**
  - Education and Economic Development
  - Indicators of Human Resource Development
  - Process of Human Resource Development
  - Education and Economic Development

**UNIT-II**

- 4. Cost Analysis**
  - Cost of Education
  - Components of educational costs
  - Methods of determining costs
  - Problems arising in the application of the concept of costs in education
- 5. Benefit Analysis**
  - Concept of Cost Benefit Analysis
  - Private Returns and Social Returns
  - Measurement of Benefits in education

**UNIT-III**

- 6. Educational Planning**
  - Concept, Need and Goals of Educational Planning
  - Principles of Educational Planning.
  - Approaches to Educational Planning
  - Educational Planning in India since Independence.
- 7. Educational Finance**
  - Principles of Financing Education.
  - Methods
  - Resources

- Privatization of Education
- Problems

**UNIT-IV****8. Education and Manpower Planning**

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

**9. Education and Unemployment**

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

**SELECTED READINGS**

1. Alex, V. Alexander: Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July 1983.
2. Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
3. Bertrand, Oliver: Planning Human Resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
4. Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Education Planning, 1972.
5. Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
6. Harbison, F and Myers, Charles, A: Education, manpower and Economic Growth: Strategies of Human Resources Development, Oxford & IBM Publishing Co.,
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15. Tilak, J.B.G.: Educational Planning at Grass Roots, Ashish publishing House, New Delhi, 1992.
16. Vaizey, J.: Costs of Education, London: Feber, 1962.
17. UNESCO: Readings in the Economics of Educatin, Paris, UNESCO Publications, 1968.

#### M.Ed.

#### Paper V & VI (Option xiv): **ADVANCED STATISTICAL METHODS IN EDUCATION**

Time : 3 hours

Max. Marks :100

#### Note:-

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

#### **COURSE OBJECTIVES**

To enable the students to develop:

1. Practical orientation involving selection of appropriate data analysis techniques.

2. Ability in computation of various advanced statistical measures.
3. Competency to explain and illustrate the concept and application of tests of significance.
4. Understanding to name and describe some modern computational aids.
5. Capability to analyze and interpret qualitative and quantitative data.

### **COURSE CONTENTS**

#### **UNIT-I**

##### **1. Probability**

- Concept of Probability and Binomial distribution
- Normal distribution: Concept, significance and applications
- Skewness and Kurtosis (by Moment Method)

##### **2. Regression and Prediction**

- Concept and different types of Prediction
- Linear and multiple Regression Equation (involving upto two predictors)
- Accuracy of Prediction

#### **UNIT-II**

##### **3. Significance and underlying mathematical properties of following Statics**

- Means
- Standard deviations
- Product Moment Correlations
- Percentages and Proportions.

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

- One tailed and two tailed tests
- Type I and type II errors

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

- Means
- Standard deviations
- Product Moment Correlations
- Percentages and proportions

#### **UNIT-III**

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

(b) Hartely and Barlette's Tests of Homogeneity of Variance.

6. **Analysis of Covariance (one way)**- Concept, Assumptions, Computation and uses.

#### UNIT-IV

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

- Chi-square tests of normality (Goodness of fit)
- K.S. Test
- Sign test
- Median Test
- Runs test
- Mann-Whitney U- test
- Wilcoxon Matched-Pairs assigned Ranks test
- McNemar test for significance of Changes

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

#### SELECTED READINGS

1. Aggarwal, Y.P. (1998), *Statistical Methods: Concepts, Applications and Computation*, Sterling, New Delhi.
2. Ferguson, G.F. (1981), *Statistical Analysis in Psychology and Education*, McGraw Hill, New York.
3. Fless, G.V.& Stanley, J.C. (1970), *Statistical Methods in Education and Psychology*, Prentice Hall, New Jersey.
4. Garrett, J.P. (1973), *Statistics in Education and Psychology*, Vakils, Ferrer and Simons, Bombay.
5. Guilford, J.P. (1980), *Fundamental Statistics in Education and Psychology*, McGraw Hill, New York.
6. Guilford, J.P. (1967), *Psychometric Methods*, Tata McGraw Hill, New Delhi.
7. Popham, J.W. (1973), *Educational Statistics: Uses & Interpretation*, Harper and Row, New York.
8. Siegel, S. (1956), *Non-Parametric Statistics for Behavioural Sciences*, McGraw Hill, New York.
9. Walker, H.M. and Lev. Joseph (1965), *Statistical Inference*, Oxford and IBM, Calcutta.
10. Fruchter, B. (1954), *Introduction to Factor analysis*, D. Van, New Jersey.
11. Kennedy, J.J. (1982), *Analysis of Qualitative Data*, Pergamon, New York.

12. Linquist, E.F. (1940), *Statistical Analysis in Educational Research*, Houghton Mifflin, Boston.
13. Thurstone, L.L. (1947), *Multi-factor Analysis*, the University of Chicago Press, Chicago.
14. Van Dalen, D.B. (1962), *Understanding Educational Research*, McGraw Hill, New York.

**M.Ed.**

**Paper V & VI (Option xv): YOGA EDUCATION**

**Time : 3 hours**

**Max. Marks :100**

**Note:-**

Each question paper will have three parts-A,B, & C Part-A will consist of 10 very short answer type questions spread over the entire syllabus, including atleast two questions from each Unit. Answers will be of 30 to 50 words. The candidates will be required to answer all the questions. Each question will carry 2 marks.

Part-B will consist of 10 short answer type questions spread over the entire syllabus including atleast two questions from each Unit. Answers will be of 100 to 150 words. The candidates will be required to answer seven questions. Each question will carry 5 marks.

Part-C will consist of 5 questions requiring comprehensive answers, including atleast one question from each Unit. The candidates will be required to answer three questions. Each question will carry 15 marks.

**COURSE OBJECTIVES**

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

**COURSE CONTENTS**

**UNIT-I**

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

1. Meaning and definition of Yoga

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

#### UNIT-II

##### **Different Systems of Yoga**

1. Ashtanga Yoga of Patanjali- (Yama, Niyama Asana, Pranayama, Pratyahar, Dharna, Dhyan, Samadhi)
2. Jnana Yoga, Bhakti Yoga and Karma Yoga of the Bhagvadgita Raja Yoga
3. Raja Yoga
4. integral Yoga of Aurobindo and modern off shoots of Yoga

#### UNIT-III

##### **Scientific Basis of Yoga**

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

##### **Yoga and Mental Health**

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

#### UNIT-IV

##### **Yoga and Its Applications**

1. Yoga for students
2. Yoga for Youth
3. Yoga for House holders
4. Yoga for Executive/Scientists/Medical Practitioners
5. Yoga for women

##### **SELECTED READINGS**

1. Ganeshwarnands, Swami. Yoga for Beginners. Shri Ram Krishan Math, Madras.
2. Lyenger, B.K.S. Light of Yoga. Unwin Paperbacks, Sydney.
3. Nagendra, H.R. Yoga in Educatin. Vivekananda Kendra Yoga Anusandhan Samsthan, Bangalore.

4. Saraswati, Satyananad. Meditations, The Bihar School of Yoga, Monoghyr.
5. Tiwari, O.P. Astang Yoga. Kaivalyadham, Lonavala.
6. Vivekananda Kendra. Yoga, Asanas, Mudras, Kriyas: Madras.

### M.Ed.

#### **Paper VII : DISSERTATION AND FIELD WORK**

##### **(A) DISSERTATION Max. Marks :100**

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the Chairman/Principal of the Department/College. The students will submit three typed copies of Dissertation to the Department/College by **31 March** of the session. The viva-voce will be held on a date to be fixed by the University.

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

##### **(B) FIELD WORK Max. Marks: 100**

Field work will be compulsory for all regular students. It will be evaluated jointly by external and internal examiners. External evaluation will be done on the basis of :-

##### **Part-A : 50**

Observation of pupil-teacher's four lessons on:

- Flanders' Interaction Analysis system
- Teaching competency scale
- Detailed case study of an institution
- Any other work as decided by the Department/College

##### **Part-B : 50**

- Construction and Standardization of an Achievement test.
- Administration, Scoring of and interpretation of the following:
  - (i) Intelligence Test
  - (ii) Personality test
  - (iii) Aptitude test
  - (iv) Attitude scale
  - (v) Interest Inventory
  - (vi) Creativity test.