

**KURUKSHETRA UNIVERSITY**  
**KURUKSHETRA**

(Established by the State Legislature Act-X-II of 1956)  
(“A” Grade by NAAC Accredited)

**M.Ed. (2-Years)**

**(Four Semesters)**

**SYLLABUS**

**DEPARTMENT OF**  
**EDUCATION**

**2015-16**

## **M.Ed. (2-Years)**

(As per Curriculum Framework: Two-Year M.Ed. Programme, as approved in the NCTE Recognition Norms and Procedures, 2014)

The duration of the course leading to the Degree of Masters of Education (M.Ed.) will be two academic years i.e. four semesters.

(Detailed Scheme)

(Total: 77

Pages)

<b>Paper No.</b>	<b>Nomenclature of the paper</b>	<b>Credit</b>	<b>Total Marks</b>	<b>Ext. Ass.</b>	<b>Int. Ass.</b>
<b>Semester - I</b>					
I	<b>Psychology of Learning &amp; Development</b>	4	100	70	30
II	History and Political Economy of Education	4	100	70	30
III	Education Studies	4	100	70	30
IV	Introduction to Research Methods	4	100	70	30
V	Communication Skills & Expository	1	25	25 (Ext-10)	

	Writing			& Int-15) (joint evaluation by internal & external examiner)	
VI	Self Development	1	25	25 (Ext-10 & Int-15)  (joint evaluation by internal & external examiner)	
<b>Semester - II</b>					
VII	Philosophy of Education	4	100	70	30
VIII	Sociology of Education	4	100	70	30
IX	Curriculum Studies.	4	100	70	30
X	Teacher Education: Pre-service & In- Service	4	100	70	30

XI	Dissertation	2	50	50 (Ext-15 & Int-35)  (joint evaluation by internal & external examiner)	
XII	Internship in a TEI	4	100	100 (Ext-30 & Int-70)  (joint evaluation by internal & external examiner)	
<b>Semester - III</b>					
XIII	Specialization Course – I (Stage specific) (student can opt any one stage in Paper XIII & XIV)  (A) Elementary Education (B) Secondary & Senior Secondary Education	4	100	70	30
XIV	Specialization course –II (Stage specific) (student can opt any one stage in Paper XIII & XIV)		100	70	30

	(A) Elementary Education (B) Secondary & Senior Secondary Education				
XV	Advanced Educational Research.	4	100	70	30
XVI	Teacher Education: Perspective, Research and issues in Teacher Education.	4	100	70	30
XVII	Internship	4	100	100 (Ext-30 & Int-70)  (joint evaluation by internal & external examiner)	
XVIII	Dissertation	2	50	50 (Ext-15 & Int-35)  (joint evaluation by internal & external examiner)	

XIX	Academic Writing.	2	50	50 (Ext-15 & Int-35)  (joint evaluation by internal & external examiner)	
<b>Semester - IV</b>					
XX	<b>Specialization Courses (Student can opt any three)</b>				
	(A) (i) Education: Policy, Economics and Planning (at primary level)	4	100	70	30
	(A)(ii) Education: Policy, Economics and Planning (at secondary level)	4	100	70	30
	(B) (i) Management & Administration of Education (at primary level)	4	100	70	30
	(B)(ii) Management & Administration of Education (at secondary level)	4	100	70	30

	(C) (i) Inclusive Education (at primary level)	4	100	70	30
	(C)(ii) Inclusive Education (at secondary level)	4	100	70	30
	(D) (i) Education Technology (at primary level)	4	100	70	30
	(D)(ii) Education Technology (at secondary level)	4	100	70	30
	(E) (i) Educational Measurement and Evaluation (at primary level)	4	100	70	30
	(E)(ii) Educational Measurement and Evaluation (at secondary level)	4	100	70	30
	(F) (i) Comparative Education (at primary level)	4	100	70	30
	(F)(ii) Comparative Education (at secondary level)	4	100	70	30
	(G) (i) Guidance and Counseling (at primary level)	4	100	70	30
	(G) (ii) Guidance and Counseling (at secondary level)	4	100	70	30
XXI	Dissertation	4	100	100 (Ext-30 & Int-70)	

				(joint evaluation by internal & external examiner)
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**DURATION:** Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ tutorial/ laboratory work/ field work/ workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities



**M. Ed. (Semester-I)**  
**PAPER-I: PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

**COURSE OBJECTIVES**

To enable the student to

1. Understand concepts and principles of Educational Psychology as an applied science.
2. Outline the scope of educational psychology.
3. Describe the process of growth and development.
4. Understand different theories of learning.
5. Explain the process of Motivation.
6. Understand the concept of personality.
7. Understand the methods of personality assessment.

**COURSE CONTENTS**

**UNIT-I**

**1. Concept of Educational Psychology**

- Relationship of Education & Psychology
- Meaning & Concept of Educational Psychology.
- Scope of Educational Psychology

**2. Concept of Growth and Development**

- General Principles of Growth and Development.
- Physical Development in Adolescence.
- Social Development in Adolescence.
- Emotional Development in Adolescence.
- Intellectual Development in 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. Personality**

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

#### **UNIT-III**

##### **6. Intelligence**

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

##### **7. Learning**

- Meaning, Factors Influencing Learning
- Theories of Learning
- Pavlov's Classical Conditioning
- Skinner's Operant Conditioning

#### **UNIT-IV**

##### **9. Hull's Reinforcement Theory**

- Learning by insight.
- Gagne's Hierarchy of Learning Types

##### **10. Motivation**

- Concept of Motivation.
- Factors affecting Motivation.
- Theories of Motivation:
  - Physiological Theory
  - Murray's Need Theory.
  - Maslow's Theory of Hierarchy of Needs.

#### **SELECTED READINGS**

1. Abramson, Paul R.; 'Personality', New York: Holt Rinehart and Winston, 1980.
2. Allport, G.W. : 'Personality', New York: Holt, 1954
3. Allport G.W.: 'Pattern and Growth in Personality', New York: Rinehart and Winston, 1961.
4. Andrews, T.W. (Ed.): 'Methods in Psychology', New York: John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R. Charles, Don, C.: 'The Psychology of Human Growth at Development', New York: Holt, Rinehart and Winston, Inc., 1962.
6. Baum, A., Newman, S., West R., & Mc Manus, C. 'Cambridge Handbook Psychology, Health & Medicine', Cambridge: Cambridge University Press 1997.
7. Coleman, J.C.: 'Abnormal Psychology and Modern Life', Bombay: D. Taraporewala Sons&Co., 1976
8. Dicapro, N.S.: 'Personality Theories', New York: Harper, 1974.
9. Douglas, O.B. Holl, and B.P.: 'Foundations of Educational Psychology', New York:

The Mac Millan Co., 1948

10. Gagne, R.M.: The Conditions of Learning, New York, Chicago: Ho\_\_\_ Rinehart and Winston, 1977.
11. Gates, A.T. et. al: Educational Psychology, New York: Mac Millan, 1963.
12. Hilgard, E.R.: Theories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L.: Educational Psychology, Delhi Sterling Publishers, 1984.
14. Kundu, C.L.: Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shankar Udey: Development of Personality, 1965.
17. Talbott, J.A., Hales, R.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
18. Thorpe, G.L. & Olson, S.L. Behaviour Therapy, Concepts, Procedures and Applications, London: Allyn Bacon, 1999.

## **M. Ed. (Semester-I)**

### **Paper-II: HISTORY AND POLITICAL ECONOMY OF EDUCATION**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

#### **Course objectives:**

To enable the students to

1. Get a historical insight into the development of education in Vedic, Buddhist and Medieval period.
2. Get the knowledge of the development of education in pre-Independent and post-Independent India.
3. Explain in detail the constitutional provisions for Education in India.
4. Understand the relationship of education with democracy, National integration and International understanding.
5. Get the knowledge of contemporary in Indian Education in global perspectives.

#### **Unit-I**

1. Education in India during
  - Vedic
  - Buddhist
  - Medieval period
2. Education in British period
  - Macaulay Minutes
  - Wood's Dispatch of 1854
  - Lord Curzen's Educational policy.

## **Unit-II**

3. Education commissions in pre-Independent and post-Independent India
  - Sadler Commission Report-1917
  - Wardha Scheme of Education-1937
  - University Education Commission- 1948-49
  - Secondary Education Commission-1952-53
  - Indian Education Commission-1964-66
  - NPE-1986

## **UNIT-III**

4. Education in relation to:
  - Democracy
  - Constitutional provisions
  - National values as enshrined in Indian Constitution
  - Nationalism & National integration
  - International Understanding.

## **Unit-IV**

5. Education as related to:
  - Economic growth and investment.
  - Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population.
  - Equality of Educational opportunities.
  - Local and global perspectives: implication of globalization for system of Education.

## SELECTED READINGS

- Alex, V. Alexander : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.
- Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
- Harbison, F and Myers, Charler : A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, Co., 1970.
- Govt. of India, Ministry of Education.(1959). Report of the National Committee on Women's Education.
- Kneller, G.F: Education and Economics Thought, New York, John Wilet and Sons, INC, 1968.
- M.H.R.D.(1969). Report of the education commission- Education and National Development (1964-66), Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. National policy on Education (1986), Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. (1990). Towards an Enlightenment & Human Society- A Review (NPERC), Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. (1993). Education for All: The Indian Science, Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. (1993). Selected Education Study, Ministry of Education, Govt. of India, New Delhi.
- Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.
- Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
- Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.
- Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
- Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi, 1986.
- Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi,

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- 1992.
- Rao, D.D. (2001). National Policy on Education towards an Enlightenment and Human Society. New Delhi: Discovery Publishing House.
  - Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.
  - Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992...
  - Tiwari, D.D. (1975). Education at the Cross Roads, Chugh Publication, Allahbad.
  - UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968...
  - Vaizey, J.: Costs of Education, London :Feber , 1962.

## **M. Ed. (Semester-I)**

### **Paper-III: EDUCATIONAL STUDIES**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

### **COURSE OBJECTIVES**

Students will be able to

- Understand and appreciate education a social phenomenon, practice and field of study
- Acquainted with documented related to educational policies and educational programmes.
- Understand educational structure, institution and system.
- Understand and reflect or various issues and concerns in education.

### **UNIT- I Nature of Education**

- 1.** Education as a phenomenon

2. Education as a practice
3. Education as a field of study

#### **UNIT- II Educational Institutions and Educational Structure**

4. UNESCO,UGC,NCERT,NCTE,CBSE,SCERT(s) & DIET(s)
5. Higher, Secondary and Elementary education system
6. Educational Structure at central, state, district, block and village level

#### **UNIT- III National Programmes and Policies in Education**

7. National policy of Education 1986 and Programme of Action 1992
8. NCF & NCFTE
9. RTE Act 2010
10. SSA,RAMSA & RUSA

#### **UNIT- IV National Issues and Concerns in Education**

11. Universalization of Elementary Education
12. Globalization of Education
13. Liberalization of Education
14. Expansion of Secondary and Higher Education
15. Issues related to equity, equality and quality of Education
16. Education of the disadvantaged

#### **SELECTED READINGS**

- Cole, M.(2011). Education, equality and human rights: Issues of gender, race, sexuality, disability and social class. NY: Routledge.
- Govinda, R. & Diwan, R. (2003). *Community participation and empowerment in primary education*. New Delhi: Sage Publication.
- Govinda, R. (2011). *Who goes to school? : Exploring exclusion in Indian education*. New Delhi: Oxford University Press.
- Govt. of India. (1948). *University education commission*. New Delhi: Govt. of India.
- Govt. of India. (1952). *Secondary education commission*. New Delhi: Govt. of India.
- Govt. of India. (1964). *Indian education commission*. New Delhi: Govt. of India.
- Govt. of India.(1986). *National policy of education*. New Delhi: Govt. of India.
- Govt. of India. (1992). *Programme of action*. New Delhi: Govt. of India.
- Habib, S.I. (2010). *Moulana Abdul Kalam Azad and the national education system*. New Delhi: NUEPA.



- Jandhyala, B. T. G. (2003). *Education society and development: National and international perspective*. New Delhi: APH Publishing Corporation.
- Mehta, A.C. (2014). *Elementary education in India: Where do we stand*. New Delhi: NUEPA.
- MHRD. (2009). *RAMSA*. New Delhi: MHRD.
- MHRD. (2013). *RUSA, National higher education mission*. New Delhi: MHRD.
- MHRD. (2000). *SSA*. New Delhi: MHRD.
- MHRD. (2010). *RTE Act*. New Delhi: MHRD.
- Narula, M. (2006). *Quality in school education: Secondary education and education boards*. New Delhi: Shipra Publication.
- NCERT. (2005). *NCF*. New Delhi: NCERT.
- NCTE. (2009). *NCFTE*. New Delhi: NCTE.
- NUEPA. (2004). *Sabke liye shiksha: Vishwa monitoring report 2002*. New Delhi: NUEPA.
- Pandit, K.(2003). *Educational sociology*. New Delhi: ABD Publishers.
- Prakash, V. & Biswal, K. (2008). *Perspective on education and development: Revisiting education commission and after*. New Delhi: Shipra Publication.
- Rao, K.S.(2009). *Educational policies in India: Analysis and review of promise and performance*. New Delhi: NUEPA.
- Sharma, R.K.& Chouhan, S.S.(2006). *Sociology of education*. New Delhi: Atlantic Publishing Corporation.
- Sood, N.(2003). *Management of school education in India*. New Delhi: APH Publishing Corporation.
- Stella, A. & Sudhanshu, B. (2011). *Quality assurance of transnational higher education, the experience of Australia and India*. New Delhi: NUEPA.
- Sujhata, K. & Rani, G. (2011). *Development of secondary education in India: Access, participation and delivery mechanism and financing*. New Delhi: Shipra Publication.
- Sujhata, K. & Rani, G. (2011). *Management of secondary education in India*. New Delhi: Shipra Publication.
- Yazail, J. (2003). *Globalization and challenges of education*. New Delhi: Shipra Publication.

## **M.Ed. (Semester-I)**

### **Paper- IV: INTRODUCTION TO RESEARCH METHODS.**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

#### **Unit-I**

##### **1. Educational research**

Meaning Nature & Sources of Knowledge

Meaning, Nature, Need & Scope of Educational Research

Types of Research: Fundamental, Applied & Action.

##### **2. Formulation of Research Problem**

Criteria & Sources of identifying research problem.

Delineating & operationalizing variables.

Review of related literature- importance & Sources

## **Unit-II**

3. Hypothesis  
Meaning Characteristics, Sources & types of hypothesis.
4. Sampling  
Concept of population & Sample  
  
Characteristics of a good sample.  
  
Need of Sampling  
  
Probability sampling  
  
Non probability sampling.  
  
Sampling errors & ways to reduce them.

## **Unit-III**

5. Descriptive Statistics.  
Nature of Educational Data  
Scales of Measurement  
  
Measurement of Central tendency.  
  
Measurement of dispersion.  
  
Percentile & percentile Rank
6. NPC- its Characteristics  
Applications of NPC

## **Unit-IV**

7. Skewness & kurtosis  
Meaning, uses & applications.
8. Non-Parametric statistics:  
Chi-square test  
  
Hypothesis of equality.  
  
Hypothesis of independence.

## **SELECTED READINGS**

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
2. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra
3. Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall,

New Delhi

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

## **M.Ed. (Semester-I)**

### **Paper- V: COMMUNICATION SKILL & EXPOSITORY WRITING**

Credit-1

M. Marks- 25 (Ext-10 & Int-15)

(joint evaluation by internal & external  
examiner)

Suggested activities

- Writing essay/articles on any issue relating to education.
- Seminar presentation with PPT (on any one topic).
- Student's discussion (panel/group).
- Content analysis & reporting any one event/ news (from electronic/ print media) related to field of education.

**M.Ed. (Semester-I)**  
**Paper- VI: SELF DEVELOPMENT**

Credit-1

M. Marks- 25 (Ext-10 & Int-15)

(joint evaluation by internal & external

examiner)

Activities may be organised in the following given areas (any one); and students are required to prepare and submit a report of the same.

- Gender issues
- Inclusive education
- Health & phy.Edu
- Mental hygiene
- Yoga & well being
- Socio-environmental issues

## **M.Ed. (Semester-II)**

### **Paper VII: PHILOSOPHY OF EDUCATION**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

#### **COURSE OBJECTIVES**

This paper aims at developing the following competencies:

1. Undertaking the nature and functions of philosophy of education.
2. Writing a critical note on the nature of knowledge and knowledge getting process.

3. Understanding the Contribution of various Indian and Western Schools of Philosophy in the field of Education.
4. Critical appraisal of contributions made to education by prominent educational Thinkers
5. Logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumption about educational phenomena.

### **COURSE CONTENTS**

#### **UNIT –I**

- Relationship of Education and Philosophy.
- Meaning of Educational Philosophy.
- Functions of Educational Philosophy.
- Meaning and Nature of Knowledge.
- Types and Source of Knowledge.
- Methods of Acquiring Knowledge.

#### **UNIT-II**

Indian Schools of Philosophy-

- Vedanta
  - Sankhya,
  - Buddhism
- Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications.

#### **UNIT – III**

Western schools of Philosophy:

- Idealism
- Realism
- Naturalism
- Pragmatism
- Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of Education.

#### **UNIT-IV**

Contributions of Indian Thinkers: - Vivekananda, Aurobindo, Tagore and Gandhi.

Modern Concept of Philosophy:-

- Logical analysis
- logical empiricism and
- Logical Positivism.

### **SELECTED READINGS**

1. Baskin, Wade, Classics in Education, Vision Press London, 1966.
2. Brubacher, John S. Modern Philosophies of Education, Tata McGraw Hill New



- Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Krieger, New York, 1977.
  4. Butler, J.D. Idealism in Education, Harper and Row, New York, 1966.
  5. Dewey, John. Democracy and Education, MacMillan, New York, 1966.
  6. Dupuis, A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
  7. Kneller, George F. Foundations of Education John Wiley and Sons, 1978.
  8. Morris, Van C. Existentialism in Education What it Means. Haper & Row, New York, 1966.
  9. Pandey, R.S. An Introduction to Major Philosphies of Education, Vinod Pustak Mandir, Agra, 1982.
  10. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
  11. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
  12. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
  13. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi, 1969.

## **M.Ed (Semester-II)**

### **Paper-VIII: SOCIOLOGY OF EDUCATION**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

#### **Course objectives-**

The students will be able to:

1. Define the meaning and concept of educational sociology.
2. Explain the concept of social organization and factor affecting it.
3. Illustrate Education as a process of social system and socialization.
4. Critically appropriate the issues related to social change, determinate of social change, equity and equality of education opportunities.
5. Explain the important issues like social stratification and social mobility.

#### **Unit-I**

- Concept and nature of educational sociology and sociology of Education, relationship of Sociology and Education.
- Social organization- meaning and concept, factor influencing social organization folkways, mores, institution and vales.

#### **Unit-II**

- Socialization: meaning and concept of socialization.  
Agencies of socialization: family, school, society and community.  
Role of Education in Socialization.
- Culture: meaning and nature of Culture.  
Issues related to culture (Sanskritization, Westernization and Modrenization)  
Education and Culture.

### **Unit-III**

- Value education: meaning and concept of values and its nature.

Role of Education regarding values of Education.

- Education and Social Change: meaning and nature.

Factor determining social change.

Constraints of social change in India.

Caste, Ethnicity, Class and Language.

Religion and regionalism.

### **Unit-IV**

- Social stratification: meaning, concept and its Educational implications.
- Social mobility: meaning, types, constraints on mobility and its educational implications.

### **SELECTED READINGS**

1. Pandey, K.P. Perspectives in Social Foundations of Education. Amitash Prakashan, Ghaziabad, 1983.
2. Havighurst, Robert et al. Society and Education. Allyn and Bacon, Boston, 1995.
3. Gore, M.S. Education and Modernization in India, Rawat Publication, Jaipur, 1984.
4. Kamat, A.R. Education and Social Change In India. Samaiya Publishing co., Bombay, 1985.
5. Maunheim, K. et al. An Introduction to Sociology of Education Routledge and Kegan Paul, London, 1962.
6. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
9. Mossish, loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972.
10. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
11. Mossish, loor, Sociology of Education : An Introduction, George Allen and Unwin, London, 1972

12. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi, 1969.

**M.Ed. (Semester-II)**

**Paper – IX: CURRICULUM STUDIES**

Time: 3 Hours

Credit - 4

Max. Marks: 100

(External: 70; Internal: 30)

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

**UNIT – I**

Concept of 'Curriculum' and 'Syllabus' and their scope

Process of curriculum development

Bases of curriculum

Principles of curriculum development

Factors affecting curriculum development

Curriculum and cognitive development of child

Social reconstruction

Self-actualization

Academic rationalization

Children with special needs

**UNIT – II**

Types of curriculum - Knowledge based, Activity based, Skill based and Experienced based

Approaches in Curriculum Development - Developmental approach, Functional approach and

Eclectic approach

Curricular trends

Lifelong learning

Futuristic education

Collaborative curriculum, core curriculum and collateral curriculum

Impact of media, technology and contemporary issues

Models of curriculum development and planning

### **UNIT – III**

Curriculum planning and designing

Assessment of need with respect to individual and environment

Situational analysis

Selection of content and method

Concept of school readiness

Basic curricular skills

Curricular skills related to cognitive domain

Curricular skills related to conative domain

Curricular skills related to affective domain

Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development

### **UNIT – IV**

Curriculum transaction and its evaluation

Formative and summative evaluation

Methods of curriculum evaluation and models of curriculum evaluation

Role of teacher in curriculum evaluation

Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing

NCF, 2005 and NCFTE, 2009

Recent developments and research trends in curriculum designing

### **SELECTED READINGS**

Bobbitt, F. (1918). *The Curriculum*. Boston: Houghton Mifflin. Co.

Denis, L. (1986). *Social Curriculum Planning*. Sydney: Hodder&Stoughton, London.

- Edward, A. K. (1960). *The Secondary School Curriculum*. New York: Harper and Row Publishers.
- Gakhar, S. C. (2008). *Curriculum Development*. Panipat: N. M. Publishers.
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- Hass, G. (1991). *Curriculum Planning: A New Approach*. Boston: Allyn Bacon.
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- Lewy, A. (1977). *Handbook of Curriculum Evaluation*. New York: Longman, Inc.
- Lewy, A. (1977). *Studying Curriculum*. Buckingham: Open University Press.
- Oliver, A. (1977). *Curriculum Improvement – A Guide to Problems, Principles and Processes*. New York: Harper and Row.
- Payne, D. A. (1973). *Curriculum Evaluation: Commentaries on Purpose, Process and Product*. Boston: D. C. Heath.
- Pratt, D. (1980). *Curriculum Design and Development*. New York: Harcourt, Brace and Jovanvich.
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- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.
- Tanner, D. & Tanner, L. (1980). *Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). *Curriculum Principles and Foundations*. London: Harper and Row Publishers.

## **M.Ed (Semester-II)**

### **Paper-X: TEACHER EDUCATION- PRE-SERVICE & IN-SERVICE**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

#### **Course Objectives-**

To enable the students to understand about the:

1. Meaning and concept of teacher education in India.
2. Objectives of teacher education at various levels.
3. Teaching profession and types of teacher education programme.

#### **Course Contents**

##### **Unit-I**

1. Teacher Education: concept, need and importance.
2. Objectives of teacher education at various level
  - Primary
  - Secondary
  - College Level

##### **Unit-II**

3. Pre-Service: concept, objectives, need and importance.

4. Objectives and organization of practice teaching.
5. Current problems of teacher education and practicing schools.

### **Unit-III**

6. In-service: concept, objectives, need & importance.
7. Various agencies for in-service teacher education.
8. Teacher education through distance mode for in-service education.

### **Unit-IV**

9. Teacher education for adult and non-formal education.
10. Professional growth of teachers:
  - Orientation
  - Refresher
  - Workshop
  - Seminar
  - Panel discussion

### **Selected Readings**

1. C.A.B.E.,(1992). Report of the C.A.B.E committee on policy perspectives Govt. of India. MHRD, New Delhi.
2. Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
3. Husen, Tosten & Postlethwaite(eds.)(1994). The International Encyclopedia of Education, New York. Vol. 1-12, Pergamon Press.
4. Mangla, Sheela(2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.
5. Ministry of Education(1964-66), Education and National Development Report of Indian Education Commission, Govt. of India.
6. MHRD (1986) National Policy on Education and Programme of Action. Govt. of India, New Delhi.
7. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
8. Singh, L.C.(ed.)(1990) Teacher Education in India, Source Book NCERT, New Delhi.
9. Smith, E.R.(ed.)(1962) Teacher Education: A Reappraisal, New York, Harper & Row Publishers.
10. Soder, R.(1991). "The ethics of the rhetoric of Teacher Professionalism". Teaching and Teacher Education, 7(3).
11. Stiles, L.J. and Parker, R.(1969) "Teacher Education Programme". Encyclopedia of Educational Research 4<sup>th</sup> Edition, New York, Macmillan.



**M. Ed. (Semester-II)**  
**Paper-XI: DISSERTATION**

Credit-2

50 (Ext-15 & Int-

35)

(joint evaluation by internal & external

examiner)

- Writing synopsis (with review of related literature) and its presentation.

**M.Ed. (Semester-II)**

**Paper-XII: INTERNSHIP IN A TEI**

Credit – 4

M. Marks: 100 (Ext-30 & Int-  
70)

(joint evaluation by internal & external  
examiner)

- Teaching one unit of teacher education curriculum.
- Designing training material/ teaching learning material.
- Involvement in various activities of TEI.
- Records submitted on reflections during internship.

(Evaluation by Mentor Teacher Educator)

**M.Ed. (Semester-III)**  
**Paper –XIII: SPECIALISATION COURSE - I**  
**(Stage Specific)**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

**UNIT- I**

1. Aims and objectives of school education (at that Stage)
2. Historical perspective
3. Present status

## **UNIT – II**

1. School – concept, need & their role
2. Institutions, systems and structures of school education
3. Control & finance of institutions & their management
4. School education-global perspective

## **UNIT- III**

1. Curriculum (at that specific stage) and its critical analysis
2. Activities – Curricular

Co- Curricular

Extra- Curricular

## **UNIT- IV**

1. Methods of teaching (stage specific)
2. Use of ICT in teaching
3. Teaching aids- need &significance
4. Role of teacher as facilitator of teaching – learning environment

## **M.Ed. (Semester-III)**

### **Paper- XIV: SPECIALISATION COURSE- II**

**(Stage Specific)**

Time- 3 Hrs.

Credit-4

Max. Marks-100

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

## **UNIT-I**

- Class- room interaction
- Management of class room in terms of available resources
- Class - room interaction analysis

## **UNIT – II**

- School administration
- Duties of Head/ Principal, teacher and class teacher
- Maintaining records
- Time- table
- Managing resources

## **UNIT- III**

- Evaluation of outcomes
- Types of evaluation
- Methods/ tools of evaluation
- CCE

## **UNIT- IV**

- Issues and concerns -
  - Indiscipline & unrest among students
  - Moral development of students
  - Problems in schools
  - School Management Committees
  - Addressing children with special needs
  - Action research

## **M. Ed (Semester-III)**

### **Paper-XV: ADVANCED EDUCATIONAL RESEARCH**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

### **Unit- I**

#### **Tools & Techniques**

1. Characteristics of a good research tool.  
Questionnaire- characteristics, types and uses.  
Rating scales- likert & thurstone scale.

2. Approaches to research

- Historical research
- Descriptive research
- Scientific research

**Unit-II**

3. Experimental research & its design

4. Research report

Development of research proposal (synopsis)

Research Report- dissertation & thesis.

- Characteristics & steps.

**Unit-III**

5. Correlation

- Product Moment
- Rank Difference

6. Regression & prediction

Concept, uses, assumptions & computations of linear regression equation.

Standard error of measurement.

**Unit-IV**

7. Differentials

- Tests of significance 't' test.
- Concept of Null hypothesis
- Standard error
- Type I & Type II error.

- One Tail & Two Tail test.
  - b. Significance of statistics & significance of difference between means (independent sample, percentage & properties.)
8. ANOVA- One Way
- Meaning, assumptions, computations & uses.

### **SELECTED READINGS**

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

**M. Ed (Semester-III)**  
**Paper-XVI: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER  
EDUCATION**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

**Course Objectives-**

1. Aims and objectives of teacher Education in India with its historical perspectives.
2. Different competencies essential for a teacher for effective transaction.
3. Research in various areas of teacher education.

**Course Contents**

**Unit-I**

1. Historical development of teacher education.
2. Recommendation of various commissions on teacher education with special emphasis on-
  - University Education Commission(1948-49)
  - Mudaliar Commission(1952-53)
  - Kothari Commission
  - NPE 1986
  - Programme of Action 1992.

**Unit-II**

3. Teaching as a profession
4. Aims and Objectives of Teacher Organization.
5. Need of Professional Organization.
6. Faculty improvement programme.

**Unit-III**

7. Professional ethics.
8. Performance appraisal



9. Problems of admission to teacher education.

#### **Unit-IV**

Areas of research in teacher education

10. Teacher effectiveness
11. Modification of teacher behavior
12. School effectiveness.

#### **Selected Readings**

1. C.A.B.E.,(1992). Report of the C.A.B.E committee on policy perspectives Govt. of India. MHRD, New Delhi.
2. Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
3. Husen, Tosten & Postlethwaite(eds.)(1994). The International Encyclopedia of Education, New York. Vol. 1-12, Pergamon Press.
4. Mangla, Sheela(2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.
5. Ministry of Education(1964-66), Education and National Development Report of Indian Education Commission, Govt. of India.
6. MHRD (1986) National Policy on Education and Programme of Action. Govt. of India, New Delhi.
7. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
8. Singh, L.C. (ed.)(1990) Teacher Education in India, Source Book NCERT, New Delhi.
9. Smith, E.R.(ed.)(1962) Teacher Education: A Reappraisal, New York, Harper & Row Publishers.
- 10.Soder, R. (1991). "The ethics of the rhetoric of Teacher Professionalism". Teaching and Teacher Education, 7(3).
11. Stiles, L.J. and Parker, R. (1969) "Teacher Education Programme". Encyclopedia of Educational Research 4<sup>th</sup> Edition, New York, Macmillan.

**M.Ed. (Semester-III)**

Paper-XVII: INTERNSHIP

(Stage specific in concerned area of specialization)

Credits-4

M.Marks-100 (Ext-30 & Int-70)

(joint evaluation by internal & external examiner)

**M.Ed. (Semester-III)**

## **Paper-XVIII: DISSERTATION**

Credits-2

M.Marks-50 (Ext-15 & Int-35)

(joint evaluation by internal & external examiner)

- Comprehensive review of related literature, selection/ development of research tool & collection of data
- Submission & presentation of progress report of research work (including all above mentioned items)

**M.Ed.(semester-III)**

**Paper-XIX: Academic Writing**

Credit-2  
M. Marks- 50 (Ext-15 & Int-35)  
(joint evaluation by internal & external examiner)

- Book review and review of 2 research articles.
- Writing research article/paper.
- Critical reflections on any 05 current events/news related to field of education.

**M.Ed. (Semester-IV)**  
**Paper XX (A) (i): EDUCATION POLICY, ECONOMICS AND PLANNING**  
**(At Elementary Level)**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

#### Unit – 1

Economics of education.

- Meaning
- Aims
- Scope
- Significance

Education as consumption or investment

- Education as consumption
- Education as investment
- Difficulties on teaching education as investment or consumption.

#### Unit –II

Cost of education

- Components of education cost
- Methods of determining cost
- Problems arising in the application of the concept of cost in education.

Benefits of education

- Concept of cost benefit analysing
- Concept of private and social relevance rate of return analysing and its limitations
- Limitations of cost benefit analysis

### Unit – III

#### Education and economic development

- concept of growth and development
- education and economic development
- factor effecting contribution to economic growth development
- Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth

#### Human capital

- Meaning
- Education as industry
- Issues of economics of education
- Residual approach
- Criticism against human capital theory

### Unit –IV

#### Manpower requirement

- Meaning
- Manpower forecasting
- Difference in forecasting and projection
- Rational of manpower forecasting
- Limitation of forecasting
- Approach of forecasting

#### Educated unemployment

- Causes.
- Problems
- Effects of unemployment on economy and their remedies.
- Linking of education with job apprehension
- Self employment.

## **SELECTED READINGS**

- Alex, V. Alexander : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.
- Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
- Harbison, F and Myers, Charler : A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, Co., 1970.
- Kneller, G.F: Education and Economics Thought, New York, John Wilet and Sons, INC, 1968.
- Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.
- Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
- Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.
- Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
- Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi, 1986.
- Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1992.
- Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.
- Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992.
- Vaizey, J.: Costs of Education, London :Feber , 1962.
- UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.

**M.Ed. (Semester-IV)**  
**Paper XX (A) (ii): EDUCATION POLICY, ECONOMICS AND PLANNING**  
**(At Secondary Level)**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

Unit – 1

Economics of education.

- Meaning
- Aims
  
- Scope
  
- Significance



Education as consumption or investment

- Education as consumption
- Education as investment
- Difficulties on teaching education as investment or consumption.

## Unit –II

Cost of education

- Components of education cost
- Methods of determining cost
- Problems arising in the application of the concept of cost in education.

Benefits of education

- Concept of cost benefit analysing
- Concept of private and social relevance rate of return analysing and its limitations
- Limitations of cost benefit analysis

## Unit – III

Education and economic development

- concept of growth and development
- education and economic development
- factor effecting contribution to economic growth development
- Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth

Human capital

- Meaning
- Education as industry
- Issues of economics of education
- Residual approach
- Criticism against human capital theory

## Unit –IV

### Manpower requirement

- Meaning
- Manpower forecasting
- Difference in forecasting and projection
- Rational of manpower forecasting
- Limitation of forecasting
- Approach of forecasting

### Educated unemployment

- Causes.
- Problems
- Effects of unemployment on economy and their remedies.
- Linking of education with job apprehension
- Self employment.

### **SELECTED READINGS**

- Alex, V. ALEXander : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.
- Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
- Harbison, F and Myers, Charler : A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, Co., 1970.
- Kneller, G.F: Education and Economics Thought, New York, John Wilet and Sons, INC, 1968.
- Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.

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- Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
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- Vaizey, J.: Costs of Education, London :Feber , 1962.
- UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.

**M.Ed. (Semester-IV)**  
**Paper XX (B)(i): MANAGEMENT AND ADMINISTRATION OF EDUCATION**  
**(At Elementary Level)**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 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 elementary level.
3. To develop an understanding in students about education and problems of trends in educational management and administration.
4. To help the students to understand various approaches and problems of educational planning.
5. To assist the students to plan, organize and implement 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 Development
  - Conflict Management
  - 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
9. Administrative Structure of Elementary education at central, state, district, block, cluster and village level.

### UNIT-IV

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

### SELECTED READINGS

- Bhatnagar, R.P. & Aggarwal, V. (2004). *Educational administration supervision, planning and financing*. Meerut: R. Lall Book Depot.
- Burgers, D. & Newton, P. (2014). *Educational administration and leadership*. New York : Routledge.
- Bush, T. (2010). *The principles of educational leadership & management*. New Delhi: Sage Publication.
- Bush, T. (2010). *Theories of educational leadership and management*. New Delhi: Sage Publication.
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- Harbison, I.F. (1967). *Educational Planning and Human Resource Development*. Paris : UNESCO.
- Harding, H. (1987). *Management Appreciation*. London: Pitman Publishing.
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**M.Ed. (Semester-IV)**  
**Paper XX (B)(ii): MANAGEMENT AND ADMINISTRATION OF EDUCATION**  
**(At Secondary Level)**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 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 secondary level.
3. To develop an understanding in students about education and problems of trends in educational management and administration.
4. To help the students to understand various approaches and problems of educational planning.
5. To assist the students to plan, organize and implement 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 Development
  - Conflict Management
  - PERT
5. (a) Meaning and Nature of Leadership  
(b) Theories of Leadership

6. (a) Styles of Leadership  
(b) Measurements of Leadership

### UNIT-III

8. (a) Meaning and Nature of Educational Planning.  
(b) Approaches to Educational Planning
8. (a) Perspective Planning  
(b) Institutional Planning
10. Administrative Structure of Secondary education at central, state, district, block, cluster and village level.

### UNIT-IV

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

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Sinha, P.S.N. (ed.) (2002). *Management and Administration in Govt*. New Delhi :  
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Wiles Kimbal (1955). *Supervision for Better Schools*. N.Y.: Prentice Hall.

**M.Ed. (Semester-IV)**  
**Paper– XX (C)(i): INCLUSIVE EDUCATION**  
**(At Elementary Level)**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

### **Course Objectives**

After studying this paper, the prospective teacher educators will be able to-

- Differentiate among mainstreaming, integrated education and inclusive education.
- Describe the Provisions of PWD Act-1995 and National Trust 1999
- Explain the barriers to inclusive education.
- Explain the concept of curricular adaptations and its needs and importance.
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

### **COURSE CONTENTS**

#### **Unit 1: Introduction to Inclusive Education**

- Marginalization vs Inclusive education – Meaning and definition.
- Historical perspectives on education of children with diverse needs.
- Difference – Mainstreaming, Integrated education and Inclusive education.
- Intervention and Models of inclusive education
- Advantages of inclusive education.

**Unit 2:** policies, programmes and legislative provisions with reference to children with special needs (CWSN)

- NPE 1986, POA 1992; SSA and RMSA
- Persons With Disabilities Act (EO,PR, & FP), 1995 and the Draft Rights of Persons with Disabilities Bill – 2012 and subsequent amendments.
- RCI Act, 1992 and National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014
- National Policy for Persons with Disabilities - 2006
- UNCRPD – 2007

**Unit 3 :** Building Inclusive Schools

- Identifying and addressing barriers to Inclusive education – Attitudinal, Physical and Instructional.
- Ensuring Physical, Academic and Social Access.
- Leadership and teachers as change agents.
- Index for Inclusion – Indian and Global
- Assistive technology for CWSN

**Unit 4:** Curricular Adaptations and Accommodations

- Meaning, Difference, and Need.
- Specifics for children with Sensory disabilities (VI and HI)
- Specifics for children with Neuro-developmental disabilities.
- Specifics for children with Locomotor disabilities and Multiple disabilities.
- Engaging gifted children.

**Unit 5 :** Supports and Collaboration for Inclusive Education

- Stakeholders of Inclusive Education.
- Advocacy for the rights of CWSN – Meaning and importance.
- Family support & involvement for inclusive education
- Community involvement for inclusive education
- Resource mobilization for inclusive education.

**Field engagement/ Practical (Any one of the following)**

- Visit an inclusive schools and write an observation report highlighting pedagogy and CWSN interaction in the classroom.

- **Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.**
- **Prepare a lesson plan for teaching any topic of your choice using any instructional strategy.**
- **Design a poster and slogan on Inclusive Education.**

### **Suggested Readings**

- Ahuja, A & Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House.
- Ashman, A & Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.
- Barlett, L.D. & Weisentein, G.R. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.
- Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon.
- Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon.
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- Jangira, N.K. & mani, M.N.G. (1977) Integrated education of the visually handicapped: Management Perspectives: Gurgaon: Academic Press.
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- Longone, B (1990). Teaching retarded Learners: curriculum and methods for improving instruction. Boston: Allyn and Bacon.

Mani, M.N. G. (1992). Technique of teaching blind children New Delhi: Sterling for effective instruction. New Delhi: Merrill.

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MSJ & E(1995). Persons with Disabilities Act- 1995, New Delhi: Government of India

<http://socialjustice.nic.in/policiesacts>.

### **M.Ed. (Semester-IV)**

#### **Paper– XX (C)(ii): INCLUSIVE EDUCATION (At Secondary Level)**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

#### **Course Objectives**

After studying this paper, the prospective teacher educators will be able to-

- Differentiate among mainstreaming, integrated education and inclusive education.

- Describe the Provisions of PWD Act-1995 and National Trust 1999
- Explain the barriers to inclusive education.
- Explain the concept of curricular adaptations and its needs and importance.
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

## **COURSE CONTENTS**

### **Unit 1: Introduction to Inclusive Education**

- Marginalization vs Inclusive education – Meaning and definition.
- Historical perspectives on education of children with diverse needs.
- Difference – Mainstreaming, Integrated education and Inclusive education.
- Intervention and Models of inclusive education
- Advantages of inclusive education.

### **Unit 2: policies, programmes and legislative provisions with reference to children with special needs (CWSN)**

- NPE 1986, POA 1992; SSA and RMSA
- Persons With Disabilities Act (EO,PR, & FP), 1995 and the Draft Rights of Persons with Disabilities Bill – 2012 and subsequent amendments.
- RCI Act, 1992 and National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014
- National Policy for Persons with Disabilities - 2006
- UNCRPD – 2007

### **Unit 3 : Building Inclusive Schools**

- Identifying and addressing barriers to Inclusive education – Attitudinal, Physical and Instructional.
- Ensuring Physical, Academic and Social Access.
- Leadership and teachers as change agents.
- Index for Inclusion – Indian and Global
- Assistive technology for CWSN

### **Unit 4: Curricular Adaptations and Accommodations**

- Meaning, Difference, and Need.
- Specifics for children with Sensory disabilities (VI and HI)

- Specifics for children with Neuro-developmental disabilities.
- Specifics for children with Locomotor disabilities and Multiple disabilities.
- Engaging gifted children.

#### **Unit 5 : Supports and Collaboration for Inclusive Education**

- Stakeholders of Inclusive Education.
- Advocacy for the rights of CWSN – Meaning and importance.
- Family support & involvement for inclusive education
- Community involvement for inclusive education
- Resource mobilization for inclusive education.

#### **Field engagement/ Practical (Any one of the following)**

- Visit an inclusive schools and write an observation report highlighting pedagogy and CWSN interaction in the classroom.
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Ashman, A & Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.

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- Evans, P & Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press
- Harely, R.K. & Lawrence, G.A. (1977) Vishal impairment in the school. Springfield. IL Charles C. Thomas.
- Jangira, N.K. & mani, M.N.G. (1977) Integrated education of the visually handicapped: Management Perspectives: Gurgaon: Academic Press.
- Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments Secunderabad: NIMH
- Longone, B (1990). Teaching retarded Learners: curriculum and methods for improving instruction. Boston: Allyn and Bacon.
- Mani, M.N. G. (1992). Technique of teaching blind children New Delhi: Sterling for effective instruction. New Delhi: Merrill.
- Muricken, Jose S.J. & Kareparampil, G (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.
- MSJ & E(1995). Persons with Disabilities Act- 1995, New Delhi: Government of India
- <http://socialjustice.nic.in/policiesacts>.

**M.Ed. (Semester-IV)**  
**Paper– XX (D)(i): EDUCATIONAL TECHNOLOGY**  
**(At Elementary Level)**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30



NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 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 farming educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

### **UNIT CONTENTS**

#### **UNIT –I**

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

#### **UNIT –II**

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

#### **UNIT –III**

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

#### **UNIT –IV**

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

#### **SELECTED READING**

1. Davies, I.K., "The Management of Learning," London: Me Graw Hill, 1971
2. Dececco, J.P., "The Psychology of Learning and Instruction", New Delhi, Prentice Hall, 1988.
3. Kulkarni, S.S., "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company, 1986.
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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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13. Prival, F. and Wllington, H., "A Handbook of Educational Technology, New York, Kogan Page, 1988.
14. Schneider, Arnold E., Donaghy, William C., Newman, Pamela Jane "Organizational Communication"
15. Skinner, B.F., "The Technology of teaching", New York: Appleton Century Crofts, 1968.
16. Vedanayagam, E.G., "Teaching Technology for College Teacher, New Delhi: Sterling Publisher, 1988

**M.Ed. (Semester-IV)**  
**Paper– XX (D)(ii): EDUCATIONAL TECHNOLOGY**  
**(At Secondary Level)**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 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 farming educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

**UNIT CONTENTS**

**UNIT –I**

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

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

**UNIT –III**

1. Modification of Teaching Behavior, Micro-teaching, Flanders Interaction Analyses, Simulation.
2. Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal

and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo's Model of Communication.

3. Models of Teaching: Concept, Different families of Teaching Models.

#### **UNIT –IV**

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

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3. Kulkarni, S.S., "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company, 1986.
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9. Mukhopadhyay, M. (ED.) "Educational Technology", New Delhi: Sterling, 1990.
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11. Pandey, K.P., "Dynamics of Teaching Behavior, Ghaziabad Amitash Parkashan, 1983.
12. Pandey, S.K. "Teaching Communication, New Delhi, Commonwealth Publishers 1997.
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14. Schneider, Arnold E., Donaghy, William C., Newman, Pamela Jane "Organizational Communication"
15. Skinner, B.F., "The Technology of teaching", New York: Appleton Century Crofts, 1968.
16. Vedanayagam, E.G., "Teaching Technology for College Teacher, New Delhi: Sterling Publisher, 1988

**M.Ed. (Semester-IV)**  
**Paper-XX (Opt-E)(i): Educational Measurement & Evaluation**  
**(At Elementary Level)**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

**UNIT-I**

Measurement in Education at primary level

Meaning, Kinds, Difference between Mental & Physical Measurement.

Nature ,Need and Scope of Measurement.

Levels of Measurement.

Evaluation in Education.

Concept, Need, process. purpose, and uses of Evaluation.

Functions and principles of evaluation

Types of evaluation procedure

Interrelationship & Difference between Measurement & Evaluation

**UNIT –II**

Taxonomy of educational objectives

need and functions of instructional objectives

relationship between educational and instructional objective

classification of educational objective

utility of taxonomical classification

principles for the statement of instructional objective

Appraisal of existing system of evaluation

grading system V/s Marking system.

Semester system V/s Annual system.

Continuous and comprehensive evaluation.

### **UNIT-III**

Text construction

Characteristics of good test

Teacher made tests Vs Standardized test-Similarities and differences

Steps of preparing standardized test

Norms referenced & criterion referenced test

Concept and measurement of the following

Intelligence test

Attitude test

Aptitudes test

Interest inventory

### **UNIT-IV**

Correlation

Concept computation and significance of partial

Multiple biserial

point biserial

tetrachoric

phi.

Analysis of variance

ANOVA upto two way with and without replication

Concept , assumptions, computations and use.

### **SELECTED READINGS**

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- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
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  - Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.

**M.Ed. (Semester-IV)**  
**Paper-XX (Opt-E)(ii): Educational Measurement & Evaluation**  
**(At Secondary Level)**

Time- 3 Hrs.

Max. Marks-100

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

### **UNIT-I**

Measurement in Education at primary level

Meaning, Kinds, Difference between Mental & Physical Measurement.

Nature, Need and Scope of Measurement.

Levels of Measurement.

Evaluation in Education.

Concept, Need, process, purpose, and uses of Evaluation.

Functions and principles of evaluation

Types of evaluation procedure

Interrelationship & Difference between Measurement & Evaluation

### **UNIT –II**

Taxonomy of educational objectives

need and functions of instructional objectives

relationship between educational and instructional objective

classification of educational objectives

utility of taxonomical classification

principles for the statement of instructional objective

Appraisal of existing system of evaluation

grading system V/s Marking system.

Semester system V/s Annual system.

Continuous and comprehensive evaluation.

### **UNIT-III**

Text construction

Characteristics of good test



Teacher made tests Vs Standardized test-Similarities and differences

Steps of preparing standardized test

Norms referenced & criterion referenced test

Concept and measurement of the following

Intelligence test

Attitude test

Aptitudes test

Interest inventory

UNIT-IV

Correlation

Concept computation and significance of partial

Multiple biserial

point biserial

tetrachoric

phi.

Analysis of variance

ANOVA upto two way with and without replication

Concept , assumptions, computations and use.

### **SELECTED READINGS**

- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
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- Guilford, J.P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, Me Graw Hill, New York.
- Kerlinger, F.N. (1973), Foundation of Bahavioural Research, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
- Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.

- Mcmillion, James H. and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
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- Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
- Siegel, S. (1986). Non-parametric Statistic, Mc Graw Hill, New York.
- Travers, R.M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
- Van Delen, D.B. (1962), Understanding Educational Research, Me Graw Hill, New York.
- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.

**M.Ed. (Semester-IV)**  
**Paper-XX (Opt-F)(i): Comparative Education**  
**(At Elementary Level)**

Time- 3 Hrs.  
 Credit-4

Max. Marks-100  
 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

### **COURSE OBJECTIVES**

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as other Countries like UK, USA, and Australia.
- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of Other Countries.

### **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**

1. Elementary Education: Concept of Universalization of Elementary Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE Act-2009.

#### **UNIT-III**

1. Primary Education in UK & USA (Aims, Pattern, Curriculum, Methods of Instruction & Evaluation System)

#### **UNIT-IV**

1. Secondary Education in India, UK & USA.

### **SELECTED READINGS**

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. U.S.A: Rowman and Little field Publisher.
- Bereday G.Z.F. (1967). *Comparative Methods in Education*, New Delhi: Oxford and IBH Publishing Co.
- Chaube, S.P. & Chaube, A. (2007). *Comparative Education*. Noida: Vikas Publishing House.
- Chaubey S.P.(1969). *Comparative Education*, Agra: Ram Prasad and sons Publishers
- Cramer J.F. and Brown G.S., (1965). *Contemporary Education: A comparative study of National Systems*. New York: Naracourt Brace and Co.

- Edmund J. King (1968). *Comparative Studies and Educational Decisions*. London: Mathuen Educational Ltd.
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- Kubow, Patrica K., & Fossum, Paul R. (2007). *Comparative Education: Exploring Issues in International Context*. U. S. A.: Pearson/Merrill/Prentice Hall Publishers.
- Mundy, Karen. ,Bickmore, Kothy. ,Hayhoe Ruth. ,Madden, Meggan. & Madjidi, Katherine. (2008). *Comparative and International Education: Issues for Teachers*. U.S.A.: Teacher College Press.
- MHRD. (1995). *DPEP Guidelines*, New Delhi: Govt. of India.
- MHRD. (2011). *Sarva Shiksha Abhiyan – Frame Work for Implementation Based on Right of Children to Free and Compulsory Education Act, 2009*. New Delhi : Govt. of India.
- MHRD. (2012). *Voices of Teachers and Teacher Educators*. Vol. 1, issue 1, Jan. 2012. MHRD, Govt. of India. Udaipur: Preparation of the Publication at Vidya Bhawan Society.
- NCERT. (2012). *Impact of In-Service Teacher Training on Class room Transaction in Haryana*.
- NUEPA. *Elementary Education in India- Where do we Stand?* New Delhi :State and District Report Cards (Yearly Publication)
- Shrivastava, S.K. (2005). *Comparative Education*. New Delhi: Anmol Publications Pvt. Ltd.
- Sodhi, T.S. (2005). *A Text Book of Comparative Education-Philosophy, Patterns and Problems of National Systems*, New Delhi. Vikas Publishing House Pvt. Ltd.
- Sodhi, T.S. (2007). *Textbook of Comparative Education*. Noida: Vikas Publishing House.
- Reddy R.S. *The methods of analysis and enquiry publisher*, Ajay Verma, Common wealth publisher 4378/4B, Mutali Lal Street, Ansari Road, New Delhi.
- Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. Ambala Cantt: The Associated Publishers.

**M.Ed. (Semester-IV)**  
**Paper-XX (Opt-F)(ii): Comparative Education**  
**(At Secondary Level)**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

### **COURSE OBJECTIVES**

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the Factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to Study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as Other Countries like UK, USA, and Australia.
- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of Other Countries.

### **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**

1. Primary/Elementary Education in India: Concept of Universalization of Elementary Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE Act-2009.
2. Secondary Education in India, UK and USA. Vocationalization of Secondary Education in India, UK and Russia.

#### **UNIT-III**

1. Higher Education in India, UK and USA.

#### **UNIT-IV**

1. Distance Education: its Needs and Various Concepts with Reference to India, UK and Australia.
2. Educational Administration in India, U.K. and U.S.A.

### **SELECTED READINGS**

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. U.S.A: Rowman and Little field Publisher.
- Bereday G.Z.F. (1967). *Comparative Methods in Education*, New Delhi: Oxford and IBH Publishing Co.
- Chaube, S.P. & Chaube, A. (2007). *Comparative Education*. Noida: Vikas Publishing House.
- Chaubey S.P.(1969). *Comparative Education*, Agra: Ram Prasad and sons Publishers

Cramer J.F. and Brown G.S., (1965). *Contemporary Education: A comparative study of National Systems*. New York: Naracourt Brace and Co.

Edmund J. King (1968). *Comparative Studies and Educational Decisions*. London: Mathuen Educational Ltd.

Dent H.C., (1981). *Educational Systems of England*. London: George Allen

Gazette of India. (2009). *The Gazette of India – Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice.

Kandel I.L. (1963). *Studies in Comparative Education*. New York: George Harrap

Kubow, Patrica K., & Fossum, Paul R. (2007). *Comparative Education: Exploring Issues in International Context*. U. S. A.: Pearson/Merrill/Prentice Hall Publishers.

Mundy, Karen. ,Bickmore, Kothy. ,Hayhoe Ruth. ,Madden, Meggan. & Madjidi, Katherine. (2008). *Comparative and International Education: Issues for Teachers*. U.S.A.: Teacher College Press.

MHRD. (1995). *DPEP Guidelines*, New Delhi: Govt. of India.

MHRD. (2011). *Sarva Shiksha Abhiyan – Frame Work for Implementation Based on Right of Children to Free and Compulsory Education Act, 2009*. New Delhi : Govt. of India.

MHRD. (2012). *Voices of Teachers and Teacher Educators*. Vol. 1, issue 1, Jan. 2012. MHRD, Govt. of India. Udaipur: Preparation of the Publication at Vidya Bhawan Society.

NCERT. (2012). *Impact of In-Service Teacher Training on Class room Transaction in Haryana*.

NUEPA. *Elementary Education in India- Where do we Stand?* New Delhi :State and District Report Cards (Yearly Publication)

Shrivastava, S.K. (2005). *Comparative Education*. New Delhi: Anmol Publications Pvt. Ltd.

Sodhi, T.S. (2005). *A Text Book of Comparative Education-Philosophy, Patterns and Problems of National Systems*, New Delhi. Vikas Publishing House Pvt. Ltd.

Sodhi, T.S. (2007). *Textbook of Comparative Education*. Noida: Vikas Publishing House.

Reddy R.S. *The methods of analysis and enquiry publisher, Ajay Verma, Common wealth publisher 4378/4B, Mutali Lal Street, Ansari Road, New Delhi.*

Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. Ambala Cantt: The Associated Publishers.

### **M.Ed. (Semester-IV)**

### **Paper-XX (Opt-G)(i): Educational and Vocational Guidance (At Elementary Level)**

Time- 3 Hrs.  
Credit-4

Max. Marks-100  
Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short

answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

### **Course Objective**

- To develop understanding among students regarding importance of guidance services at Primary School Stage.
- To acquaint them regarding various Guidance Programmes and Activities which can be Organized at School Level
- To develop understanding among students regarding the concepts, Aims, Process, Procedure of various Guidance Services and Counseling.
- To acquaint the students regarding the Roles & Responsibilities of Guidance Workers, Teachers, Heads of the Schools and Counselors.
- To appraise the students regarding the Worth of Understanding and Assessing the Individual correctly.

### **Course Contents**

#### **UNIT-I**

1. Meaning, Principal, Need, Importance and Type of Guidance- Educational Guidance, Vocational Guidance and Personal Guidance.
2. Organization of Guidance Services in Elementary School: Type of Guidance Services, Importance at Elementary School Level.
3. Occupational Information at Elementary School Level - Meaning and its Needs & Methods of Imparting Occupational Information.

#### **UNIT-II**

4. Group Guidance at Elementary School Level - Meaning, Advantages, Principles and Kind of Group Guidance.
5. Guidance of Students with Special Needs at Elementary School Level.

#### **UNIT-III**

6. Placement Service at Elementary School Level - Meaning, Functions and Principles.
7. Follow-up Service at Elementary School Level - Meaning, Purpose and Characteristics.

#### **UNIT-IV**

8. **Study of the Individual, Data Collection Techniques of Information-** Standardization and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Cumulative Records.
9. **Counseling at Elementary School Level - Meaning, Need and Principles.**
  - Directive Counseling: Concept, Procedure, Advantage and Limitations.
  - Non-Directive Counseling: Concept, Procedure, Advantage and Limitations.
  - Eclectic Counseling: Concept, Procedure, Advantage and Limitations.

## **SELECTED READINGS**

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



**M.Ed. (Semester-IV)**  
**Paper-XX (Opt-G)(ii): Educational and Vocational Guidance**  
**(At Secondary Level)**

Time- 3 Hrs.

Max. Marks-100

Credit-4

Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 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. All questions carry equal i.e. 14 marks.

**Course Objective**

- To develop understanding among students regarding importance of Guidance Services at Secondary School Stage.
- To acquaint them regarding various Guidance Programmes and Activities which can be Organized at School Level.
- To develop understanding among students regarding the Concepts, Aims, Process, Procedure of various Guidance Services and Counseling.
- To acquaint the students regarding the Roles & Responsibilities of Guidance Workers, Teachers, Heads of the Schools and Counselors.
- To appraise the students regarding 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 Secondary Schools.
3. Occupational Information at Secondary School Level. Sources of Occupational Material in India.

**UNIT-II**

1. Group Guidance- Meaning, Advantages, Principles and Kind of Group Guidance.
2. Guidance of Students with Special Needs at Secondary School Level.

**UNIT-III**

1. Job Analysis- Meaning, Type and Purpose of Job Analysis.
2. Placement Service- Meaning, Functions and Principles.
3. Follow-up Service- Meaning, Purpose and Characteristics.

**UNIT-IV**

1. **Study of the Individual, Data Collection Techniques of Information-** Standardization and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Cumulative Records.
2. **Counseling at Secondary School Level- Meaning, Need and Principles.**
  - Directive Counseling: Concept, Procedure, Advantage and Limitations.
  - Non-Directive Counseling: Concept, Procedure, Advantage and Limitations.
  - Eclectic Counseling: Concept, Procedure, Advantage and Limitations.

### **SELECTED READINGS**

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

**M.Ed.(Semester- IV)**

**Paper- XXI : DISSERTATION**

4-credits

M.Marks-100 (Ext-30 & Int-70)

(joint evaluation by internal & external examiner)

- Submission of dissertation & viva-voce.

## **LIST OF CONTRIBUTORS**

**Development of Syllabus for M.Ed. (2 Years)/ (IV – Semesters) Course, K.U.K  
(As per Curriculum Framework: Two-Year M.Ed. Programme, as approved in the  
NCTE Recognition Norms and Procedures, 2014)**

Sr. No.	NAME
1.	Prof. Puran Singh, Chairman, Department of Education, KUK.(Convener)
2.	Dr. Rajvir Singh, Assistant Professor, Department of Education, KUK.(Coordinator)
3.	Prof. Sushama Sharma, Department of Education, KUK.
4.	Prof. Rajender Singh Yadav, Department of Education, KUK.
5.	Prof. Ramana Sood, Department of Education, KUK.
6.	Prof. Sangeeta, Department of Education, KUK.
7.	Prof. Rita Chopra, Department of Education, KUK.
8.	Prof. Sushil Kumar, Department of Education, KUK.
9.	Dr. Jyoti Khajuria, Department of Education, KUK.
10.	Dr. Sushma Gupta, Department of Education, KUK.