



# **MOTHERHOOD UNIVERSITY, Roorkee**

ENLIGHTENING WORLD

**Syllabus**

For

**M.Ed.**

**(MASTER OF EDUCATION)**

**[w.e.f. Academic Session 2017-18 onwards]**



**Faculty of Education  
Motherhood University, Roorkee  
Distt-Haridwar (Uttarakhand)**

**STUDY AND EVALUATION SCHEME  
OF  
M.Ed.  
(MASTER OF EDUCATION)**

**SUMMARY**

Programme	M.Ed.
Duration	2 Years
Medium	English and Hindi
Credits	52

## M.Ed.

### 1. Preamble

The master of Education (M.Ed.) programme is two - year professional programme in the Teacher Education which aims at preparing teacher educators and other education professional including curriculum developers, educational policy analysts, planners, administrators, supervisor, school Principals, and researchers. The completion of the programme shall lead to M.Ed. degree with specialization.

### 2. Duration and working days

2.1. Duration: M.Ed. programme shall be of the duration of at least two academic years with a maximum of 03 (three) years for the completion of course.

2.2. Working days: AS per norms of NCTE.

### 3. Attendance

A candidate will not be eligible to fill the examination form unless he/she fulfills the required attendance as per norms of NCTE

### 4. Intake. Eligibility and Admission procedure

4.1- Intake-: As approved by NCTE

4.2- Eligibility:

(a) AS per Norms of NCTE

(b) The reservation in seats and relaxation in the qualifying marks in favour of reserved categories shall be as per the rules of the State Government.

4.3- Admission Procedure: Admission shall be made as per the merit list prepared on the basis of marks obtained in the qualifying examination and/ or in the entrance examination or by any other selection process as per the policy of the State Government.

### 5- Fee

The institution/ College shall charge only such fees as prescribed by the  
The successful candidates shall be classified in three divisions on the basis of grand total of 1200 marks comprising Part- Theory and practicum and part II- Dissertation & viva - voce and Field based activities.

i- 1st Division: 60% and above

ii- 2nd Division: 48% and above but below 60%

iii- 3rd Division: 36% and above but below 48%

## Scheme of Examination and Weight- age given to each Course

### First Year Part 1:- Theory and Practicum

Course	Subject Code		Name of the course	Effective Teaching			Credits	Maximum Marks		
				L	T	P		External	Internal	Total
				Hours/Week						
Compulsory	MUMED 101	I	Philosophical and Sociological Approach in Education	4	-	-	4	70	30	100
	MUMED 102	II	Psychological approach in Education	4	-	2	5	70	30	100
	MUMED 103	III	Methodology of Educational Research	4	1	2	6	70	30	100
	MUMED 104	IV	Disability & inclusive Education	4	-	-	4	70	30	100
Elective (Any One)	MUMED 105 (I)	V	Curriculum Development	4	-	-	4	70	30	100
	MUMED 105 (II)		Value Education & Human Rights							
	MUMED 105 (III)		Educational Administration							
Specialization (Any One)	MUMED 106 (I)	VI	Elementary Education in India	4	-	-	4	70	30	100
	MUMED 106 (II)		Secondary Education in India							
<b>Total</b>				<b>24</b>	<b>1</b>	<b>4</b>	<b>27</b>	<b>420</b>	<b>180</b>	<b>600</b>

**Second Year**  
**Part 1:- Theory and Practicum**

Course	Subject Code		Name of the course	Effective Teaching			Credits	Maximum Marks		
				L	T	P		External	Internal	Total
				Hours/Week						
Compulsory	MUMED 201	VII	Advanced Educational Technology	4	-	-	4	70	30	100
	MUMED 202	VIII	Teacher Education	4	-	-	4	70	30	100
	MUMED 203	IX	Health & Physical Education	4	-	-	4	70	30	100
Elective (Any One)	MUMED 204 (I)	X	Educational Guidance Counseling	4	-	-	4	70	30	100
	MUMED 204 (II)		Comparative Education							
	MUMED 204 (III)		Measurement & Evaluation in Education							
	MUMED 205	XI	Dissertaion & Viva-voce	3	-	6	6	150	50	200
	MUMED 206	XII	Internship	-	-	6	3	70	30	100
			<b>Total</b>	19	-	12	25	<b>500</b>	<b>200</b>	<b>700</b>

**Part II- MUMED 205:-** Dissertation & Viva- voce, Field based Activities 200 Marks (150+50)

**Part III- MUMED 206:-** Internship -----100 Marks (Evaluation by Grading System)

**Part I:- Theory and Practicum Examination**

The thory examination will be conducted on the date as per the examination scheme of Motherhood University,Roorkee. The theory examination will be of 1000 marks, 700 marks for external assement and 300 marks for internal assessment.

**Part II:-Dissertation& Viva - Voce and Field Based Activites Credit-6**

The dissertation should be of research should be of research nature and the topic of dissertation should clearly be related to the specialization paper or to the running problems of education in India. A candidate has to complete his/ her dissertation under the guidance of the teacher of the College / Department. In normal condition a teacher as far as possible shall not guide more than five candidates in a session. The alklotment of the Supervisor will be done by applying the lottery methods in the presence of all Supervisors. The candidate shall submit four typed or printed copies of the dissertation along with a soft copy of the dissertation to the Head of Department by Last date of submission of dissertation as declared by University. To pass in the dissertation & viva- voce and Field based activities a candidate has to secure minimum 36% of marks out of total 200 Marks.

### **Part- III:-Internship**

**Credit-3**

The internship has been conceptualized in two parts. First part involves a compulsory attachment with a teacher education institution. The second part involves interning at/ associating with a field site relevant to the area of specialization (either elementary education or secondary education). Both these internships will be organized for the duration of four weeks each.

- 1- Though the candidate have to complete the M.Ed., course in two years but if a candidate fails to complete the course in two years because of any reason, he/ she may be allowed to complete the course in three years.
- 2- In case, a candidate is declared fail in one or more than one theory paper or in total in the first year course, he/ she may be allowed to take admission in the second year's course and may clear first year paper/ papers in the second year along with second year's cours. In case he/ she could not clear the first year paper/ papers even in the second year, he/ she may reattempt the paper/ papers in third year and if he/ she fails to clear the papres even in the third year. He/ she will be declared fail.
- 3- In case a candidate isdeclared fail in one or more than one theory paper or in total in the second year course, he/ she may clear the second year paper/ papers in third year, and if he/ she fail to clear the papers in the third year will be declared fail.
- 4- If a candidate fails in party II (Dissertation & viva - voce and Field based Activities), he/she will be declared fail.
- 5- All the candidates have to complete the Activities under Part II, Field - based activities in scheduled time. No candidate in any case shall be allowed to complete the activities in the next year and will be declared fail.
- 6- All the candidates have to complete the Part III, Intership in schelduled time. No candidate in any case shall be allowed to complete the Internship in the next year and will be declared fail.
- 7- In case a candidate is debarred for one year by the University for having used unfair means in the theory examinations in the first year's theory examination, he/ she may be allowed to take examination in the second year after the period of punishemt is over but he/ she will have to clear the previous and final year of punishment is over the same year (i.e, third year).
- 8- In case a candidate is debarred for more than one year by the University for having used unfair means in the first year and for one or no more years in second year of the examination, he/ she will cease his/ her right to continue M.Ed. course and will be declared fail.
- 9- Any difficulties arising out of these provisions may be resolved by the Vice-Chancellor.

**M.Ed. (First Year)**  
**(Compulsory Paper - I)**  
**Philosophical and Sociological Approach in Education**

**Time-2 Hrs 30 Min.**

**Max. Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay type Question with internal choice of fifteen marks each. Nine short answer type question out of which five have to be attempt by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

**UNIT I**

- Philosophy of Education: its concept and significance for teachers.
- Relationship between Philosophy and Education.
- Meaning of Educational Philosophy.
- Functions of Educational Philosophy.

**UNIT II**

- Indian schools of Philosophy: Sankhaya, Vedanta, Buddhism, jnism and Islamic Traditions, with special reference to concepts of knowledge, reality and value, their educational impklications for aims, contents and methods.
- Contributons to Educatinal Thought and practice made by Great Indian thinkers: Tagore, vivekand, Gandhiji and Radhakrishann with special reference to the concept, aims, content and methods.

**UNIT III**

- Western schools of philosophy: Idealism, Naturalism, Pramatism and Existentialism with special reference to the concepts of knowledge, reality and value, their educational implicatins for aims contents and methods.
- Educational Thoughts by Plato, Dewey and Russel.

**UNIT: IV**

- Sociology of Education: Concept, Scope, and Development. Difference between Sociology of Education and Education and Society. Structure and characxterstics of Injidian Social system, social aims of education.
- Concept of culture: Nature and Role of Educatin in cultural context.
- Education and Social Changes: Concept of social change, social Mobility, Modernization, Democracy, Secularism and Globalization and their relationship with education.
- Education for National Integration and International Understanding.

**Suggested 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, Baston, 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 KeganPaul , London, 1962

**M.Ed. (1st Year)**  
**Compulsory paper II**  
**Psychological Approach in Education**

**Time-2 Hrs 30 Min.**

**Max. Marks-70**  
**Credit-5**

**Note-** Twelve Question will be asked in all. Three essay type question with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all.

**Objectives:-** To enable the prospective teacher educators:

1. To develop the understanding of the psychological basis of Education.
2. To understand the Cognitive, Affective and Psychomotor developments of adolescents and youth.
3. To develop the understanding of the theories of personality and their use in the development of learner's personality and its measurements.
4. To understand the changing concept of Intelligence and its applications.
5. To understand the theories of Learning and their Utility in the Teaching learning Process.

**UNIT I**

- Meaning & Definition of Psychology, Relationship between Psychology and Education. Methods of Educational Psychology - observation, experimental, differential: longitudinal and cross sectional.
- Major Schools of Psychology- Behaviorism, Gestalt Psychology, Psycho-analysis, Humanism and Constructivism.
- Theories of Piaget and Bruner psycho-social development, Kohlberg's moral development,
- Chomsky's Language development- major concepts stages and implications for Education.

**UNIT II**

- Concept, types and causes of Individual differences
- Intelligence- concept and theories (Guilford's Model of Intellect, Multiple Intelligence theory) and its implication to education and Measurement of Intelligence.



- Creativity- concept and its relation to intelligence, Identification, fostering and guiding creative children.

### **UNIT III**

- Personality- concept, development, structure and dynamics of Personality, factor affecting Personality.
- Theories of Personality- Allport, Eysenck, Freud & Erickson, Murray's Need Theory, Humanistic Approach- Karls Roger, Maslow.
- Techniques of Personality measurement- projective and non- projective techniques.

### **UNIT IV**

- Learning concept and principles of effective learning.
- Learning Theories- Cognitive Field theories of Tolman, Hull, Ausubel's Reception Learning Theory, E.L. Thorndike - Basic laws of learning, Skinner's Operant Conditioning and Pavlov's Classical Conditioning Theory, Gestalt's Field Theory of Learning.
- Motivation- Motivation: Concept and classification of motives, kind of motivation, relationship between motivation and learning.
- PEDAGOGY- Classroom -Interaction, Discussion & field work etc.
- RACTICUM- Prepare a Report on factors which affect human development in diverse culture and society OR Conduct an awareness programme for mental hygiene among adolescence in schools.

### **Suggested Readings-**

1. Anderson, John R.: Cognitive Psychology and Its Implications (2nd Edition), W.H. Freeman & Co., New York
2. Baron, Robert A.: Psychology (5th Edition), Pearson Education

**M.Ed. (1st year)**  
**Compulsory paper III**  
**Methodology of Educational Research**

**Time-2 Hrs 30 Min.**

**Max. Marks-70**

**Credit-6**

**Note-** Twelve questions will be asked in all. Three essay type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

### **UNIT I**

- Meaning, purpose and areas of educational research and need for Research in Education determining priorities in the field of Educational Research in India.
- Sources of Data- Primary and Secondary data sources; documents, records, real objects, pictures. Tools of data collection-Characteristics and selection criteria

of Questionnaire, Scales, Schedule, Checklist- Principles, Strengths and Weaknesses, Limitations

- Sources of knowledge -Historical perspective, the scientific approach to the knowledge - basic assumptions of science, scientific methods, applied to researches in education.

## **UNIT II**

- Research paradigms in education: Quantitative Research and its Characteristics. Review of the related literature- purpose and resource; conducting the literature search: using databases and internet, internet search tools, Identification and conceptualization of research problem: statement of problem, objectives and research questions in qualitative and quantitative research. Objectives of the study, Variable: meaning and types (independent, dependent and confounding variable).

## **UNIT III**

- The hypotheses in research: concept, nature and types of hypothesis, formulation and testing of hypotheses, characteristics of a good hypothesis, importance of hypotheses in research.
- Sampling Techniques: the concept of sampling and population, types of sampling, Factors affecting the inferences drawn from a sample, and sampling errors.

## **UNIT IV**

- Writing a research report, formats of research report, components and characterization, writing bibliography, references and footnotes, evaluation of research report, proof reading of the final draft of the research Report.

## **PRACTICUM**

- Analyze used statistical analysis in any small research topic in the light of Two-tailed and one tailed Tests of significance and its interpretation.

## **Suggested Readings-**

1. Best John W & James V Kahn (2008): Research in Education, Prentice-Hall of India Pvt. Ltd. New Delhi.
2. Kothari CR (2004): Research Methodology - Methods & Techniques, New Age International Publications, New Delhi.
3. LokeshKoul (2002): Methodology of Educational Research. Vikas Publishing House Pvt. Ltd. New Delhi.
4. Ram Ahuja (2001): Research Methods, Rawat Publications, Jaipur.
5. Garrett Henry E (1985): Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd, Bombay.
6. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.

**M.Ed. (1st Year)**  
**Compulsory Paper IV**  
**Disability & Inclusive Education**

**Time-2 Hrs 30 Min.**

**Max Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Nine short answer type questions out of which five have to be attempted by the candidate of five marks each. The Candidate shall have to attempt eight questions in all

**Objectives:-**To enable the prospective teacher educators

1. To understand the different perspectives in the area of education of children with disabilities.
2. To identify needs of children with diversities.
3. To use human and material resources in the classroom;
4. To use specific strategies involving skills in teaching special needs children in inclusive classrooms.
5. To the formulation of policy; and implement laws pertaining to education of children with special needs.

**UNIT I**

- Concept, Meaning and importance of Inclusive Education.
- Types of disabilities- nature, characteristics and causes of visual impairment, hearing, speech and language.
- Concept of multiple disabilities.
- Difference between Special Education and Inclusive Education.
- Social Exclusion based on gender and caste.

**UNIT II**

- Discrimination based on disability, categories of disabilities.
- Method and Approachers in identifying children with disabilities.
- Children belonging to other marginalized group: problems, forms of discrimination.
- Discrimination based on gender, gender equality through curriculum.
- Concept of an inclusive school - infrastructure and accessibility, human resources, attitudes to disability, whole school approach.

**UNIT III**

- School's readiness for addressing learning difficulties.
- Technological advancement and its application - ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
- Classroom management and organization.

## UNIT IV

- School's readlines for addressing learning difficulties.
- Technological advancement and its application - ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
- Classroom management and organization.
- Supportive services required for meeting special needs in the classroom - special teacher, speech therapist, physiotherapist, occupational therapist, and counselor.

## UNIT V

- Addressing social climate of the classroom
- Child - to - child programme
- Developing partnerships in teaching: Teacher and special teacher;
- Teacher and co - teaching personnel; Partners - developing positive relationships between school and home
- Involving community resources as source of support to teachers

### Suggested Readings-

1. Ahuja, A & Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House.
2. Ashman, A & Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.
3. GOI (1992). Scheme of Integrated Education for the disabled. 1992: New Delhi: MHRD
4. Evans, P & Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press
5. Harely, R.K. & Lawrence, G.A. (1977) Vishal impairment in the school.

### **M.Ed. (1st year)** **Elective Paper V (I)** **Curriculum Development**

**Time-2 Hrs 30 Min.**

**Max Marks-70**  
**Credit-4**

Note- Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

**Objectives:-**To enable the prospective teacher educators:

1. To develop an understanding about important principles of curriculum development.
2. To understand the basic, design, process and techniques of curriculum development.

3. To acquaint with curricular implementation and process of curricular evaluation.
4. To understand issues and trends in curricular development.
5. To understand Pedagogy in teaching - learning process.

#### **UNIT I**

- Curriculum: Meaning and concept, Domains of Curriculum: objectives, content, learning experiences and evaluation. Types of curriculum: subject centered and learner centered, core curriculum and integrated curriculum.
- Bases of determinant of curriculum: philosophical, psychological, sociological, discipline - oriented considerations.

#### **UNIT II**

- Curriculum evaluation: nature and need, approach to curriculum evaluation: formative and summative evaluation.
- System approach concept, open and close system, system analysis curriculum as a system; systems approach to instruction.

#### **UNIT III**

- Curriculum renewal and change.
- Need and criteria for curriculum renewal in terms of its philosophy and transaction.
- Text Books and their improvement.

#### **UNIT IV**

- Curriculum development in India: curriculum at Primary, Secondary and University level in the light of Secondary Education Commission (1952-53), Indian Education
- Role of NCERT and SCERT in curriculum development.

#### **UNIT V**

- Research and innovations in curriculum
  - Emerging trends and thrust areas of research in curriculum studies; National International Perspectives
  - Curriculum for distance Mode: Distinctive Features, Self Learning Material and Instructional Strategies.

#### **Suggested Readings**

1. Bobbitt, F. (1918). The Curriculum. Boston: Houghton Mifflin. Co.
2. Denis, L. (1986). Social Curriculum Planning. Sydney: Hodder & Stoughton, London.
3. Edward, A. K. (1960). The Secondary School Curriculum. New York: Harper and Row Publishers.
4. Gakhar, S. C. (2008). Curriculum Development. Panipat: N. M. Publishers.
5. Goodland, J. (1979). Curriculum Enquiry - The Study of Curriculum Practices. New York: McGraw Hill.

6. Hamilton, D. (1976). Curriculum Evaluation. London: Open Books Publishing Limited.
7. Hass, G. (1991). Curriculum Planning: A New Approach. Boston: Allyn Bacon.
8. Hooer, R. (1971). Curriculum: Context, Design and Development. New York: Longmans.
9. Lewy, A. (1977). Handbook of Curriculum Evaluation. New York: Longman, Inc.
10. Lewy, A. (1977). Studying Curriculum. Buckingham: Open University Press.
11. Oliver, A. (1977). Curriculum Improvement - A Guide to Problems, Principles and Processes. New York: Harper and Row.

**M.Ed. (1st year)**  
**Elective Paper V (II)**  
**Value Education & Human Rights**

**Time-2 Hrs 30 Min.**

**Max Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

**Objectives:-**To enable the prospective teacher educators:

1. To understand the need and importance of Value - Education and education for Human Rights.
2. To understand the nature of values, moral values and moral education and to differentiate such values form religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reson and emotions in moral development of the child.
4. To understand the process of moral development vis- a-vis their cognitive and social development of the child.
5. To orient the students with varies intervention strategies for moral education and conversion of moral leaning into mral education.

**UNIT I**

- Concept, need and importance of Value Education and Education for Human Rights in the existing social scenario.
- Valuation of culture: Indian Culture and Human Values.

## **UNIT II**

- Moral Education vis- a-vis religious education; moral instruction, moral training and moral indoctrination.
- Language of moral education- its and context, characteristics of a morally educated persons.
- Moral judgement and Moral Action.

## **UNIT III**

- Moral learning outside the school - child rearing practices and moral leaning, moral leaning via Imitation. Nature of Society and moral leaning Media and moral learning.
- Moral Learning inside the school.
- Moral Education and the curriculum.

## **Unit IV**

- Movements for Human Rights.
- Indian agencies of promoting Human rights: national Human Rights Commission, national Commission for Women, National Commission for Backward cklasses, National Comminssion for Scheduled caste and scheduled tribes, National Commission for Minorites.

## **Suggested Readings-**

1. Goleman, D. (1998). Working with emotional intelligence. New York: Bentam Books.
2. Joyce, B. ,& Weil, M. (1978). Models of Teaching. New Delhi: Prentice Hall.
3. Luther. M. (2001).Values and ethics in school education. New Delhi: McGraw Hill.
4. Mukhopadhyay, M. (Eds.). (2004). Value development in higher education. New Delhi:
5. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling.
6. Ruhela, S. P. (2000). Values in modern Indian educational thought. New Delhi: Indian Publishers and Distributers.
7. NCERT.<http://www.ncert.nic.in/sites/valueeducation>.
8. Shadri,C. ,Khader, M.A., &Adhya, G.L. (1992). Education in values: a source book.New Delhi: NCERT.
9. Patil, V. T. (2008). Value education and human rights education. New Delhi: Virgo.

**M.Ed. (1st Year)**  
**Elective Paper V (III)**  
**Educational Administration**

**Time-2 Hrs 30 Min.**

**Max Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

**Objectives:-** To enable the prospective teacher educators:

1. To accuire with facts, concepts, theories and principles of educational administration.
2. To understand, how to manage an educational organization effectively.
3. To develop national and international perspective of educational administration.
4. To prepare resource persons who can, in future, develop educational administration as a science and an independent field of study.
5. To develop skills of managing Educational Institutions, Departments and other Organizations more effectively among the students.

**UNIT I**

- Meaning and nature, definition and scope of educational administration.
- Critical study of educational administration in Inida, need for change and training of educational managers in India.Organizational Climate: Strategies for maintaining healthy work environment
- Processes in educational organization: structure, communication, decision making, management by objectives.

**UNIT II**

- Functions of educational administration.
- Educational Institutions as rganiziopn: concepts of organizational climate, Organizational culture and Organizational Health: Their measurement and fools.

**UNIT III**

- Concept, meaning and nature, the principla as a leader.
- Theories of leadership and their styles(Trait theory, and philosophical approach of McGregor)
- Fiedler's contingency and Hersey- Blanchard theories and their styles of administration.
- Grid concept of leadership styles
- Measurement of leadership styles.

**UNIT IV**

- Personal administration: meaning and its major concerns
- Functions of personnel administration.
- Importance of personnel administration.



## UNIT V

- Conflict management
- Organizational compliance and decision - making.
- Agencies involved in the administration and planning of different levels of Education-primary education to Higher Education level viz- Central Advisory Board, University Grant Commission, N.C.E.R.T., AICTE & NCTE

### Suggested Readings-

1. Dr. S.R. Pandya : Administration and management of Education- Himalaya Publishing House
2. Castettel W.B. Personnel Function in Education administration. London, Macmillan & Co., 1980.
3. T.P. Lambal, V.R. Saxena, V. Murthy: Educational Administration Planning and Supervision- Delhi Daoba House
4. Premila Chandrasekaran : Educational Planning and Management, Sterling Publication Pvt. Ltd.
5. Government of India Five Year Plans.
6. Govt. of India, Report of education Commission (1964-66) New Delhi, Ministry of Education, 1966.
7. Griffiths, V. L. 'Educational Planning', London, O. U. P. 1962.
8. Hughes, E.G. (1965) Education in World Perspective, New York; Harper and Row
9. Khan and Khan, Educational Administration, New Delhl, Ashish Publication, 1980.
10. KrojsmaAcjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.

**M.Ed. (1st Year)**  
**Specialization paper VI (I)**  
**Elementary Education in India**

**Time-2 Hrs 30 Min.**

**Max Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

**Objectives:-**To enable the prospective teacher educators:

1. To understand the concept and importance of elementary education.
2. To analyze problems in achieving universalization of elementary education.
3. To identify the various issues and problems of elementary education.
4. To suggest measures to solve the problems related to elementary education.
5. To aware the consitutional provisions and various policy recommendations regarding UEE.

## **UNIT I**

- Concept and aims of elementary education in India.
- Need and importance of elementary education.
- Meaning & objectives and significance of Universal Elementary Education.
- Need and Scope of Universal Elementary Education

## **UNIT II**

- Development of elementary education during ancient, medieval, Colonial and post Independence period in India,
- Role of 'local bodies, (Panchayats) and Non-government organization (NGO) in elementary education.
- Problems of elementary education in India and their remedies, problems of wastage, stagnation and Dropout.

## **UNIT III**

- Structure of the curriculum at EE level.
- Curriculum transaction approach at Elementary Education level: Activities based, experienced, learners centered, play - way joyful learning.
- Education for all and required variation in the curriculum
- Constitutional provision for education and Directive Principles related to elementary education, Right to Education and their implications.

## **UNIT IV**

- Early childhood care and education (ECCE)
- Continuous and comprehensive evaluation at elementary level.
- District primary education programme (DPEP).
- SarvaShikshaAbhiyan.
- Provision of Mild Day Meal, Free Books and Dresses.

## **UNIT V**

- Skills required for teaching at elementary stage.
- Special qualities of elementary school teacher (EST)
- Need for orientation and refresher courses for EST.
- Developing competencies related to working with parents and community.
- Role of basic training centres, normal schools and DIET's in providing training to EST.

## **PRACTICUM**

- Preparation of reports on various issues related with SSA and its Intervention Programmes

## **Suggested Readings-**

1. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
2. References Celin Richards (1984). The Study of Elementary Education and Resource Book. Vol. I.
3. Government of India (1986) National Policy on Education, New Delhi, MHRD.

4. Government of India (1987) Programme of Action, New Delhi: MHRD. Hayes, Denis(2008)
5. Elementary Teaching Today: An Introduction. Routledge Publications,
6. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
7. Mohanty, J. N. (2002): Elementary and Elementary Education. Deep & Deep Publications, New Delhi
8. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
9. Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi. NCERT (2005)
10. The Study of Elementary Education - A Source Book, Volume I & II, 1984

**M.Ed. (1st Year)**  
**Specialization paper VI (II)**  
**Secondary Education in India**

**Time-2 Hrs 30 Min.**

**Max Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

**Objectives:-**To enable the prospective teacher educators:

1. To understand the concept, objectives and nature of secondary education.
2. To understand the development of secondary education in India after Independence.
3. To understand different types of schools and their related issues.
4. To identify the challenges, concerns, issues and problems of secondary education.
5. To understand necessity education of special groups.

**UNIT I**

- Concept and aims of secondary education in India.
- Need and importance of secondary education.
- Nature, scope, function and systems of secondary and higher secondary education in India.
- Problems and Challenges related to secondary and higher secondary education in India.

**UNIT II**

- Development of secondary education during ancient, medieval, Colonia and post Independence period in India.
- Role of 'local bodies, (Panchayst) and Non - government organization (NGO) in secondary education.
- Problems of secondary education in India and their remedies.

### **UNIT III**

- Grant-in-aid system, Community resources and participation.
- Privatization of Secondary Education.
- Pre-service and In-service teacher education at secondary level
- Management at National level - MHRD, CAGE, NCERT etc and State, District, Sub-district level.
- Management of educational Institution at secondary and higher secondary school level.
- Constitutional Provisions and Constitutional obligations related to secondary education in India.

### **UNIT IV**

- Problems of secondary education in India and their remedies, diversification, reform in the examination system and evaluation
- Major concerns: enrollement, reterntion, dropouts with reference to sex, caste and religion.
- CCE in Secondary and Higher Secondary Education: Formative and summative evaluation and Evaluation of school experience or internship programme.

### **UNIT V**

- Concept of Open schooling - National and State open schools, Alternative schooling.
- Vocationalisation of secondary education.
- Education of special groups-disadvantaged, disabled and minorities.
- Universalisation of secondary education.

### **Suggested Readings-**

1. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
2. Govt. of India - (1986 /1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
3. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
4. Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
5. The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, by NCERT (2006).
6. Report of the Education Commission (1964-66).
7. Report of the National Commission on Teachers (1983-85).
8. National Curriculum Frameworks for Teacher education, 2009
9. Report of the Delors Commission, UNESCO, 1996

**M.Ed. (IInd Year)**  
**Compulsory Paper VII**  
**Advanced Educational Technology**

**Time-2 Hrs 30 Min.**

**Max Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

**Objectives:-**

1. To enable the students to differentiate between hardware and software.
2. To acquaint the students with skill of farming educational objectives.
3. To develop the skills of designing instructional system.
4. To enable the students to understand Programme Learning.
5. To enable the students to use educational technology for improving teacher's behaviour.

**UNIT I**

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

**UNIT II**

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

**UNIT III**

- Modification of Teaching Behavior, Micro-teaching, Flanders Interaction Analyses, Simulation.
- 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.
- Models of Teaching: Concept, Different families of Teaching Models.

**UNIT IV**

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

- Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
- 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.

### **Suggested Readings-**

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.
4. Kumar, K.L., "Educational Technology", New Delhi : New Age International Publisher, 1996.
5. Locatis, C.N. and Atkinson, F.D., "Media and Technology for Education and Training", London: Charles E. Publishing Co., 1984.
6. Mavi, N.S., "Programmed Learning - An Empirical Approach", Kurukshetra, Vishal Publishers, 1984
7. Joyce, B. & Weil, M., Models of Teaching, New Delhi, Prentice Hall, 1992.
8. Merrit, M.D. (ED.), "Instructional Design", New York: 1971.
9. Mukhopadhyay, M. (ED.) "Educational Technology", New Delhi: Sterling, 1990.
10. Pandey, K.P. "A First Course in Instructional Technology", Delhi: Amitash Parkashan, 1980.

## **M.Ed. (IInd Year) Compulsory Paper VIII Teacher Education**

**Time-2 Hrs 30 Min.**

**Max Marks-70  
Credit-4**

**Note-** Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

**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.

## **UNIT I**

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

## **UNIT II**

- Pre-Service: concept, objectives, need and importance.
- Objectives and organization of practice teaching.
- Current problems of teacher education and practicing schools.

## **UNIT III**

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

## **UNIT IV**

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

### **Suggested 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.

**M.Ed. (IInd Year)**  
**Compulsory Paper IX**  
**Health & Physical Education**

**Time-2 Hrs 30 Min.**

**Max Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

**UNIT I : Health and Physical Education**

- Health : Meaning, Aims and Objectives, Importance and Scope
- Physical Education : Meaning, Aims and Objectives, Importance and Scope
- Related fields - Recreation, Health Education and Education
- National and Emotional Integration through Sports and Physical Education
- Yoga - Meaning - Astanga Yoga - Significance in Modern Society.

**UNIT II : Health Service and Supervision**

- Medical Inspection - Meaning, Procedure and Importance
- Personal Care - Skin, Eyes, Ears and Teeth
- Safety Education - Meaning and Significance, Safety in Classrooms, Play field, Gymnasium, Roads and Homes.
- First Aid - Meaning, Significance, principles of giving first aid
- Fatigue - Meaning, Causes and Remedies.
- Balanced DIET - Meaning and Benefits.

**UNIT III : Leadership, Discipline, Incentives and Awards**

- Leadership
  - Qualities of good leader in physical education
  - Teacher leadership
  - Student leadership
- Discipline
- Incentives and Awards

**UNIT IV : Organization of Physical Education Activities**

- Intramural and Extramural Competitions: Meaning, Organization, Benefits
- Tournaments : Meaning, Types - Knock-out and league, Benefits.
- Sports meet : Meaning, Organization, Benefits.
- Camps and Hikes : Meaning, Organization, Benefits.

**PRACTICUM**

- Participation in any one major game and one sports item
- Ground marking for selected games and sports
- Commands, line formation and marching, ceremonial parade



## **Suggested Readings-**

1. Kamalesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana :Tandon Publication,.
2. Nadgir, K.G. (1998) ,SharirShikshanadVidhanagal, Dharwad : MallesajjanVyayama Shale.
3. Nadgir, K.G.(1997) , ArogyaMuttuAragyaShikshana, Dharwad : MallasajjanaVyayama Shale. ?
4. Prakash Brothers (2000) Organization, Administration and Recreation in Physical Education, Ludhiana :Prakash Brother Publication.

## **M.Ed. (IInd Year) Compulsory Paper X (I) Educational Guidance & Counselling**

**Time-2 Hrs 30 Min.**

**Max Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

### **Objective :**

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

### **UNIT I**

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

## **UNIT II**

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

## **UNIT III**

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

## **UNIT IV**

- 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.
- 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.

### **Suggested Readings-**

1. Bernarddition, 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, McGraw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Bostaon, Allyn and Bacon.
5. Miller, F.W: Guidance Principles and Services, Columbia Ohio, Merrill, 1961.
6. Pandy, Harold W &Fullmer Daniel W. Principles of Guidance, Second E, K.P., Educational and Vocational Guidance in India - VishwaVidyalayaPrakashanChowk, Varanasi, 2000.

**M.Ed. (IInd Year)**  
**Compulsory Paper X (II)**  
**Comparative Education**

**Time-2 Hrs 30 Min.**

**Max Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

**Objectives :**

1. To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
2. To develop understanding in students regarding the factors Influencing Educational Systems of Different Countries.
3. To acquaint the students regarding Approaches to study Internal Systems of Different Countries.
4. To acquaint the students regarding Educational System of India as well as other Countries like UK, USA, and Australia.
4. 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.

**UNIT I**

- Concept, Aims and Scope of Comparative Education.
- Factors influencing Education System.
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

**UNIT II**

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

**UNIT III**

- Primary Education in UK & USA (Aims, Pattern, Curriculum, Methods of Instruction & Evaluation System) Secondary Education in India, UK and USA. Vocationalization of Secondary Education in India, UK and Russia.

**UNIT IV**

- Secondary Education in India, UK & USA
- Distance Education: its Needs and Various Concepts with Reference to India, UK and Australia.
- Educational Administration in India, U.K. and U.S.A.

### **Suggested Readings-**

1. Arnove, Robert F. & Alberto, Torres Carlos. (2007). Comparative Education: The
2. Dialectic of the Global and Local. U.S.A: Rowman and Little field Publisher.
3. Bereday G.Z.F. (1967). Comparative Methods in Education, New Delhi: Oxford and IBH Publishing Co.
4. Chaube, S.P. &Chaube, A. (2007). Comparative Education. Noida: Vikas Publishing House.
5. 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 ofNational
6. Systems. New York: Naracourt Brace and Co.

**M.Ed. (IInd Year)**  
**Compulsory Paper X (III)**  
**Measurement & Evaluation in Education**

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**Time-2 Hrs 30 Min.**

**Max Marks-70**

**Credit-4**

**Note-** Twelve questions will be asked in all. Three essay Type question with internal choice each carrying fifteen marks. Nine short answer type questions out of which five have to be attempt by the candidate each carrying five marks. The Candidate shall have to attempt eight questions in all.

**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.
- Funcations and principles of evaluation
- Types of evaluation procedure
- Interrelationship & Difference between Measurement & Evaluation

**UNIT II**

- Taxonomy of educational objectives need and functions of instruction objectives
- Relationship between educational and instructional objective classification of educational objective utility of taxonomical classification
- Principles for the statement of instructional objecive
- 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

**UNIT IV**

- Norms referenced & criterion referenced test
- Concept and measurement of the following
- Intelligence test
- Attitude test
- Aptitudes test
- Interest inventory

### **Suggested 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 Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
4. Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
5. Forguson, George A (1976), Statistics Analysis in Psychology and Education, McGraw Hill, New York.
6. Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
7. Good; C.V. and Douglas, E, Scates (1954), Methods in Social Research, Me Graw Hill, New York.





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