



**Course Structure for  
MASTER OF EDUCATION (M.Ed.)  
under Semester System to come into force from  
Academic Session 2013-14.**

**MASTER OF EDUCATION (M.Ed.)  
(SEMESTER-WISE)**

## **MASTER OF EDUCATION (M.Ed.)**

### **GENERAL OBJECTIVES:**

- To prepare students as Teacher Educators, Administrators and Researchers for various institutions engaged in Teaching Educational Research and Educational Planning.
- The each paper is 100 marks.
- The each paper divided into two parts as Internal Assessment and Term Exam.
- The Term Exam consist 75% of marks & Internal Assessment consist 25% of marks.
- The internal assessment can be evaluated in the following manner : 20 Marks (Seminar & Group Discussion) + 05 Marks (Home Assignment).
- The Term Exam Examination can be conduct by the University.

# MASTER OF EDUCATION (M.Ed.)

## FIRST SEMESTER

### MAXIMUM MARKS : 500

Paper No.	Nomenclature of the Paper	Max. Marks	Time Allowed
<b>(A)</b>	<b>Foundation Papers (Compulsory Papers) :-</b>		
PAPER 101	Foundations of Education (Philosophical – I)	100	3 Hours
PAPER 102	Advanced Education (Psychology – I)	100	3 Hours
PAPER 103	Methodology of Educational Research and Educational Statistics – I	100	3 Hours
<b>(B)</b>	<b>Optional Papers:-</b>	100	3 Hours
PAPER 104	<b>(To choose any one of paper as given below):-</b>		
	PAPER 104 (i) Guidance & Counseling		
	PAPER 104 (ii) Comparative Education		
	PAPER 104 (iii) Teacher Education		
	PAPER 104 (iv) Special Education		
	PAPER 104 (v) Information & Communication Technology		
<b>(C)</b>	<b>Dissertation (Part 1):-</b>	<b>50 + 50</b>	3 Hours
	a. Synopsis Preparation		
	b. Review of Related Literature		
	c. Selection & Preparation of Tools		

**MASTER OF EDUCATION (M.Ed.)**

**SECOND SEMESTER**

**MAXIMUM MARKS : 500**

<b>Paper No.</b>	<b>Nomenclature of the Paper</b>	<b>Max. Marks</b>	<b>Time Allowed</b>
<b>(A)</b>	<b>Foundation Papers (Compulsory Papers) :-</b>		
PAPER 201	Foundations of Education (Sociological – II)	100	3 Hours
PAPER 202	Advanced Education (Psychology – II)	100	3 Hours
PAPER 203	Methodology of Educational Research and Educational Statistics – II	100	3 Hours
<b>(B)</b>	<b>Optional Papers:-</b>	100	3 Hours
PAPER 204	<b>(To choose any one of paper as given below):-</b>		
	PAPER 204 (i) Value Education & Human Rights		
	PAPER 204 (ii) Environmental Education		
	PAPER 204 (iii) Curriculum Development		
	PAPER 204 (iv) Educational Administration & Management		
	PAPER 204 (v) Educational Measurement & Evaluation		
<b>(C)</b>	<b>Dissertation (Part 2):-</b>	<b>50 + 50</b>	3 Hours
	a. Data Analysis & Interpretation		

b. Finding's & Conclusion

c. Report Working with summary (Submission of Dissertation)

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**First Semester - 500 Marks**

**Second Semester - 500 Marks**

**Grand Total - 1000 Marks**  
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**MASTER OF EDUCATION (M.Ed.)  
(DETAILED SYLLABUS)**

**FIRST SEMESTER**

**PAPER-101  
FOUNDATIONS OF EDUCATION (PHILOSOPHICAL) –I**

**COURSE OBJECTIVES:**

The syllabus has been designed in order to:

- sensitize the students regarding the ultimate questions of life and the role of philosophy in this regard.
- help the students in understanding the intimate relationship between education and philosophy.
- expose the students to the methodology of philosophical analysis for solving the perennial problems of education.
- enable students to understand the educational implications of some schools of philosophy in western thought.

**COURSE CONTENT:**

**UNIT-I**

- a) Relationship of education and philosophy- educational philosophy and philosophy of education.
- b) Epistemology and Education: Knowledge; methods of acquiring valid

knowledge with special reference to positivist and constructivist approach.

- c) National values as enshrined in the Indian Constitution and their educational implications.

## **UNIT-II**

Western schools of philosophy with special reference to concept of reality, knowledge, values and their educational implications.

- a) Realism
- b) Existentialism

## **UNIT-III**

Indian schools of philosophy and their influence in the field of education,

- a) Sankhya-Yoga b) Vedanta

## **UNIT-IV**

Educational Thinkers and their contribution to the field of education.

- a) J. Krishnamurthy
- b) William Heard Kilpatrick

## **BOOKS RECOMMENDED**

1. Park, J(1961): The Philosophy of Education, New York, The acmillan Company.
2. Kneller, G.F.(1963): Foundations of Education, London and New York, John Wiley and Sons, Inc.
3. Phenix, P.H(1960): Philosophy of Education, New York, Holt, Rinehart and

Winston.

4. Weber, C.O.(1960): Basic Philosophies of Education; New York Holt, Rinehart and Winston.
5. Weerasinghe S.G.M(1993): The Sankhya Philosophy: A Critical Evaluation of its origins and Development, Delhi, Sri Satguru Publications, A Division of Indian Books Centre.
6. Brubacher, John S.(1962): Modern Philosophy of Education: Prentice-Hall Inc., Englewood Cliffs, N.J.
7. Pandey, R.S(1997): East West Thoughts on Education: Allahabad, Horizon Publishers.
8. Dr. T.S. Sodhi & Dr.(Mrs.) Aruna Suri (1997): Philosophical and Sociological Foundation of Education, Bawa Publications, Patiala.
9. A.C. Banerjee & Sita Ram Sharma (1998): Sociological and Philosophical issues in Education, Book Enclave, Jaipur.
10. A.P Sharma (1999) : An Approach to Philosophy of Education the Indian Publications.
11. M. Hiriyanna (1995): The Essentials of Indian Philosophy, Motilal Banarasidas Publishers.



**MASTER OF EDUCATION (M.Ed.)  
(DETAILED SYLLABUS)**

**FIRST SEMESTER**

**PAPER-102  
ADVANCED EDUCATIONAL PSYCHOLOGY – I**

**COURSE OBJECTIVES:**

After completing the course, the student will

- acquire knowledge of basic concept of educational psychology.
- understand individual differences among learners.
- gain knowledge of methods of Educational Psychology and recent trends.
- understand adolescent's growth, development and their problems.
- get acquainted with concept and conditions of learning.

**COURSE CONTENT:**

**UNIT-I**

a) Nature & Scope of Educational Psychology. Relevance of Education Psychology for Theory & Practice of Education

b) Individual differences-Determinants, Role of heredity and Environment, Implications.

**UNIT-II**

a) Methods of Educational Psychology-Observation, Experimental, Differential: Longitudinal & Cross sectional.

b) Recent Trends in Educational Psychology.

### **UNIT-III**

a) Growth and Development: Concept, difference and principles of development.

b) Development during Adolescence: Physical, Cognitive, Social & Emotional.

c) Stress and strain during adolescence and its educational implications.

### **UNIT-IV**

a) Learning: Concept and characteristics.

b) Learning theories: Pavlov's classical conditioning, skinner's operant conditioning, Hull's Reinforcement theory.

c) Factors affecting learning: Personal, environmental & task related.

### **BOOKS RECOMMENDED**

1. Baron, R.A. (2007): Psychology, India : Porling Kindersley & Pearson Education.
2. Bigge Morris, L. & Hunt Maurice, P. (1968): Psychological Foundations of Education, 2nd Edition, N.Y. Harper & Row.
3. Bienter Rober, F., Psychology Applied to Teaching, Boston: Houghton Mifflin Company.
4. Chauhan S.S. (1978) : Advanced Educational Psychology, Vikas Publishing House.
5. Danion, W. (1983) :Social and Personality Development Infancy Through Adolescence, New York : Norton.
6. Singh, Dalip (2000) : Emotional Intelligence at work, New Delhi : Sage.
7. Dash. M. (1994) : Educational Psychology, New Delhi : Deep& Deep Publications.
8. Singh, Dalip (1995) : Emotional Intelligence, London : Bloomsbury.

9. Engler Barbara (1991) :Personality Theories : An Introduction, 3<sup>rd</sup> Ed. Boston : Houghton Mifflin Company.
10. Good, Thomas, L. & Brodhy, Jore E.(1977) :Educational Psychology and Realistic Approach, N.Y. Holt.
11. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition, Vinod Pustak Mandir, Agra.
12. Biggee Morris C., and Row,(1971) : Learning Theories for Teachers, 2nd Edition N.Y. Harper.
13. Dececco John, P., (1968): The Psychology of Learning and Instruction, Prentice Hall of India, New Delhi.
14. Gagne Peter, M.(1965): Conditions of Learning, N.Y. Hall.
15. Hilgard, E.R. and Bower, S.H., (1975): Theories of Learning, Cliffs, Prentice Hall.
16. Hurlock,EB (2004) : Developmental Psychology : A Life span Approach (5<sup>th</sup> Ed. New Delhi) Tata McGraw- Hill publishing Co. Ltd.
17. Mangal, S.K. (2006) : Advanced Education Psychology, New Delhi:: Prentice Hall of India
18. Mazur, J.E. (1994) : Learning and Behaviour. (3<sup>rd</sup> ed.). Englewood Cliffs. New Jersey; Prentice Hall
19. Lazrus Richard, S. (1963): Personality and Adjustment, Englewood Cliffs: Prentice Hall.
20. Vargas J.S. (1977) : Behaviour Psychology for Teachers. New York: Harper Row.
21. Wnag. M.C. & Walber, H.J.(eds) (1985) : Adopting instruction to Individual Differences. Berkeley Cl. Mg. Catchan.
22. Woolfolk, Anita, E. (1987) : Educational Psychology (3<sup>rd</sup> Ed.) Englewood Cliffs.

Printice Hall.

23. Woolfolk, Anita, E. (1993), Readings and Cases in Educational Psychology, Boston, Allyn and Bacon.
24. Hall, C.S. & Lindsey (1976) : Theories of Personality, John Wiley and Sons.
25. Zohar Danah & Marshal Ian (2001): Spiritual Intelligence: the ultimate intelligence, New York; Bloomsbury Publishing.

**MASTER OF EDUCATION (M.Ed.)  
(DETAILED SYLLABUS)**

**FIRST SEMESTER**

**PAPER-103**

**METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS-I**

**COURSE OBJECTIVES:**

After completing the course, the student will be able to:

- define a research problem.
- formulate hypotheses.
- select sample and forward reasons in support of his/her decisions.
- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

**COURSE CONTENT:**

**UNIT-I**

- a) Educational Research: Definition, need and importance, classification, fundamental, applied and action research, scientific method in Educational Research.
- b) Selection of research problem, areas of research: Identification and statement of research problem, survey of related literature. Research Proposal

**UNIT-II**

- a) Hypothesis: Definition, Types and Importance.
- b) Sampling: Need of sampling, non probability sampling, probability sampling, and

sampling error.

### **UNIT-III**

- a) Measures of central Tendency
- b) Variability and graphical representation of data.

### **UNIT-IV**

- a) Measures of relationship, Rank order correlation, product moment method of correlation.
- b) Normal Distribution curve and its application.

### **BOOKS RECOMMENDED**

1. Ary, Donald and Jacob (1976): Introduction of Statistics, Purpose and Procedures, New York, Holt Rinehart and Winston.
2. Best, J.W. & Kahan J.V. (1995) : Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Edwards, A.L. (1960) : Experimental Design in Psychological Research, New York, Holts (revised ed.).
4. Gakhar, S.C. (2008) : Statistics in Education and Psychology . N.M Publications.
5. Garrett, H.E. (1986) : Statistics in Psychology and Education, Vikils Feffers and Simons Pvt. Ltd.
6. Kaul Lokesh(1984) : Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.
7. Lindquist, E.F.(1953) : Design and Analsis of Experiments in Education and Psychology, Houghton Mifflin Co., Boston.
8. Sidney S. (1965) : Non-Parametric Statistics, McGraw Hill Books Company, New

York.

9. Tuckman, B.W.(1972) : Conducting Educational Research, Harcourt Brace, Javanovich.
10. Verman, M.(1965) : Introduction to Educational and Psychological Research, Lond. Asia.
11. Lindquist, E.F. (1960) : Elementary Statistical Methods in Psychology and Education Oxford Book Company, New Delhi.

**MASTER OF EDUCATION (M.Ed.)  
(DETAILED SYLLABUS)**

**FIRST SEMESTER**

**OPTIONAL PAPER-104**

**To choose any one of paper as given below:-**

PAPER 104 (i)	Guidance & Counseling
PAPER 104 (ii)	Comparative Education
PAPER 104 (iii)	Teacher Education
PAPER 104 (iv)	Special Education
PAPER 104 (v)	Information & Communication Technology



**MASTER OF EDUCATION (M.Ed.)  
(DETAILED SYLLABUS)**

**FIRST SEMESTER**

**OPTIONAL PAPER-104 (i)  
Guidance & Counseling**

**COURSE OBJECTIVES:**

After completing the course, the student will be able to:

- explain the concept and techniques of guidance and counselling.
- describe various testing techniques.
- explain various guidance services.
- develop the skill of administration and interpretation of Psychological tests.

**COURSE CONTENT:**

**UNIT-I**

- a) Concept, Purposes, Assumptions, Need and Principles of Guidance.
- b) Concept, Purposes, Assumptions, Need and Principles of Counselling.
- c) Individual and group counselling.

**UNIT-II**

- a) Educational guidance with special emphasis on under achievers and drop-outs.
- b) Vocational guidance, Occupational information, Placement and follow up Services.
- c) Personal Guidance with special emphasis on problems of adolescents related with family and school.

**UNIT-III**

- a) Organization of guidance services at various levels of education (elementary/secondary/senior secondary/ college).
- b) Problems of organizing guidance services in India.

**UNIT-IV**

- a) Characteristics of a good test. Importance of Psychological testing.
- b) Intelligence, Personality, Aptitude and interest tests for student appraisal.

**BOOKS RECOMMENDED**

1. Arbucle, D.S.(1965) : Counseling : Philosophy, Theory and Practice, Boston, Allyn and Bacon.
2. Bantole, M.D.(1984) : Guidance and Counseling, Bombay, Sheth and Sheth Publications.
3. Blocher, D.H.(1987) : The Professional Counselor, N.Y. Macmillan.
4. Burnard, P. (2005), Counseling Skills Training, New Delhi: Viva Book Private Limited.
5. Dryden, W. and Filethaman C. (1994): Developing Counselor Training, London, Sage.
6. D.G.F. & T., Pumphiets Publications, Ministry of Labour. Govt. Of India.
7. Gelso, C.J. and Fretz, B.R.(1995): Counseling Psychology. Prisin Book, Banglore.
8. George, R.I. and Critiani T.S.(1990) : Counseling Theory and Practice, New Jersey, Prentice Hall.
9. Ghosh J. (1995) : Vocational Guidance, New Delhi, U.S.S. Publication.
10. Gibson Robert L. & Mitchell, Marianne H. (2007). Introduction to Counseling and

Guidance Pearson, Prentice Hall of India, New Delhi.

11. Jones, A.J. et al (1970), Principles of Guidance, New York: McGraw Hill Book Company.
12. Lewis, M.D., Mayer, R.L. and Louis, J.A.(1986) : An Introduction to Counseling, Profession, Illinois, F.E. Peacock Publishers.
13. Myers, G.E.(1948) : Principles and Techniques of Vocational Guidance. London., McGraw Hills Company.
14. Pietrofa, J.J., Hoffman A. & Splete, H.H. (1984), Counseling: An Introduction. Boston Houghton: Mifflin Company.
15. Petterson, G.H.(1962) : Counseling and Guidance in Schools, London., McGraw Hill Book Company.
16. Saxena, A. (2007), Modern Techniques of Counseling, New Delhi: Rajat Publications.
17. Shertzer, B. and Stone S.C.(1974) : Fundamentals of Counselling, Boston, Houghton Mifflin Co.
18. Shertzer, B., and Stone S.G. (1980): Fundamentals of Guidance. Boston, Houghton Mifflin Co.
19. Tolbert, E.L.(1978) : An Introduction to Guidance, Toronto, Little Brown and Company.

# **MASTER OF EDUCATION (M.Ed.)**

## **(DETAILED SYLLABUS)**

### **FIRST SEMESTER**

#### **OPTIONAL PAPER-104 (ii) COMPARATIVE EDUCATION**

##### **COURSE OBJECTIVES:**

After completing the course, the student will be able to:

- Explain the concept of Comparative Education.
- Understand the need and importance of Comparative Education.
- Explain the factors influencing the educational system of a country.
- Understand the structure of educational system in different countries.
- Compare the education ladder of U.K., Egypt and India.
- Compare the salient features of educational system of U.K., Egypt and India with special reference to administration and control.
- Understand & compare the objectives, system of admission and evaluation of above mentioned countries.

##### **COURSE CONTENT:**

##### **UNIT-I**

- a) Meaning, History, Purpose, Method and Limitation of Comparative Education.
- b) Factors influencing the educational system of a country- political, social, linguistic, geographical and economic.

**UNIT-II**

- a) Education ladder of U.K., Egypt and India.
- b) Compare the salient features of educational system of U.K., Egypt and India with special reference to administration and control.

**UNIT-III**

- a) Objectives of education at each stage and curriculum in general in UK, Egypt and India.
- b) System of admission and examination at different stages of education of U.K. Egypt and India.

**UNIT-IV**

- a) Educational problems at each stage in above mentioned countries.
- b) Recent trends and innovations in education in above mentioned countries.

**BOOKS RECOMMENDED**

1. Beredy, G.Z.F.(1964) : Comparative Methods in Education, Oxford & East Publishing Co., New Delhi.
2. Blavic, Emile (1987) : Primary Education : Development and Reform, Perspectives in Education, Vol. 3, No. 3, 153-60.
3. Carlton, R., Colley and Machinnon (1977) : Educational Change and Society, Toronto, Gage Educational Publishing.
4. Carnoy, M.H.Levin (1985) : Schooling and Work in the Democratic State, Stanford University Press, Standford, California.
5. Cantor, Leonard(1989) : The Re-visioning of Vocational Education in American

- High School, Journal of Comparative Education, Vol.25, Number 2.
6. Dearden. R.F.(1970) : The Philosophy of Primary Education. The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House, London.
  7. Dent, H.C.(1961) : The Educational System of England and Wales, University of London Press Ltd., Warwick Square London & C.V.
  8. Epstein, Erwin, H., (1987) : Against the Currents : A Critique of Ideology in Comparative Education, Compare, 17, No. 1.
  9. Green, J.L. (1981) : Comparative Education and Global Village, Anu Book, Shivaji Road, Meerut.
  10. Georgie, D.M. (1978) : Education in Modern Egypt : Ideals and Realities, Routledge and Kegan Paul; London, Hexley and Boston.
  11. Hans, Nicholas (1965) : Comparative Education, Routledge and Kegan Paul Ltd., London.
  12. James, H.R. & Mathew, A. (1988) : Development of Education System in India, D.K. Publisher Distributors (P.) Ltd., Ansari Road, Daryaganj, New Delhi.
  13. Jangira, N.K.(1986) : Special Education Scenario in Britain and India : Issues, Practice, Perspective Indian Documentation, Service Book Seller and Publishers, Patel Nagar, P.B. No. 13, Gurgaon.
  14. Sharma, Y.K. (2004) : Comparative Education – A Comparative Study of Educational Systems, New delhi: Kanishka Publishers.
  15. Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.
  16. Choube, S.P. and Choube, A(1993) : Comparative Education, New Delhi :

Commonwealth Publishers.

17. Rao, V.K. and Reddy, R.S. (2004): Comparative Education, New Delhi: Commonwealth Publishers.

# **MASTER OF EDUCATION (M.Ed.) (DETAILED SYLLABUS)**

## **FIRST SEMESTER**

### **OPTIONAL PAPER-104 (iii) TEACHER EDUCATION**

**COURSE OBJECTIVES:** After completing the course, the student will be able to:

- describe the need, concept and scope of teacher education, historical development with special emphasis on different documents.
- highlight the aims and objectives of teacher education at elementary, secondary and higher education level.
- explain structure, administration, curriculum methodology and evaluation procedure of pre-service teacher training.
- discuss the structure, agencies and methods of in-service teacher training programme.
- acquaint the students with Professional organizations of various levels of teachers.
- familiarize with programmes of faculty improvement, performance appraisal and of their methods of recruitment and selection.
- describe the organization of teacher education through distance education

#### **COURSE CONTENT:**

##### **UNIT-I**

- a) Need, concept and scope of teacher education.



b) Historical development of teacher education with special emphasis on Kothari Education Commission Report (1946-66), National Policy of Education (1986), C.A.B.E. Committee Report, UGC (1994), National Curriculum Framework (2005).

## **UNIT-II**

Pre- Service Training:

- a) Objectives at different levels
- b) Structure for Teacher Education in India
- c) Recommendations for curriculum at different levels.
- d) Methodology of curriculum Transaction.
- e) Evaluation Techniques

## **UNIT-III**

In-service Education:

- a) Types of in-service courses for teachers (Orientation courses, workshops, seminars refresher courses, summer institutes).
- b) Agencies for in-service education (Institutional Programmes, S.I.E., D.I.E.T., N.C.T.E., N.C.E.R.T., Academic Staff College, Extension Department).

## **UNIT-IV**

- a) Different modes of education used for Distance Education of Teachers.
- b) Recommendation for B.Ed. correspondence.

## **BOOKS RECOMMENDED**

1. Aggarwal, J.C.(1984) : Landmark in the History of Modern India Education, Vikas Publishing House, Ansari Road, New Delhi-110002.
2. Chaurasia, G.(1976) : New Era in Teacher Education, New Delhi.
3. Devedi, Prabhakar (1980) : Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
4. Govt. of India (1966) : Education and National Development, Report of Education Commission, N.Delhi.
5. Govt. of India (1992) :Report of C.A.B.E. Committee Department of Education, New Delhi.
6. Govt. Of India (1986), National Policy of Education, Ministry of Human Resource and Development, New Delhi.
7. Khan, Mohd. Sharif (1983) : Teacher Education in india and Abroad, Sheetal Printing Press, Karol Bagh, New Delhi-110005.
8. Kohli, V.K.(1992) : Teacher Education in India, Vivek Publishers, Ambala.
9. Misra, K.S.(1993) : Teachers and their Education, Associated Publication, New Delhi.
10. Mohanty, J.N.(1993) : Adult and National Education, Deep and Deep Publication, NewDelhi.
11. Mohanty , J.N.(1988) : Modern Trends in India Education, Deep and Deep Publication, N. Delhi.
12. N.I.E.P.A. (1984) : Report on Status of Teachers, New Delhi.

**MASTER OF EDUCATION (M.Ed.)  
(DETAILED SYLLABUS)**

**FIRST SEMESTER**

**OPTIONAL PAPER-104 (iv)  
SPECIAL EDUCATION**

**COURSE OBJECTIVES:**

After completing the course, the student will be able to:

- acquaint the students with the concepts of exceptionality and special education
- develop awareness about current trends and legislation
- familiarize themselves with the concept and provision for the mentally challenged
- familiarize themselves with the concept and intervention strategies for the learning disabled
- develop skills to identify children with special need
- be sensitised towards social alternatives

**COURSE CONTENT:**

**UNIT-I**

1. Special education: concept, nature, Objectives, historical and philosophical perspective.
2. Classification of exceptional children, relevance of special education.

**UNIT-II**

Current Trends in special education:

1. Inclusion, Integration , Legislation ( RCI Act 1992), PWD Act. 1995, National Trust Act 1999, National Policy on Disability 2006)
2. Community based rehabilitation. (CBR) and Least Restricted Environment. (LRE), Team work family professional partnership.

### **UNIT-III**

Mental Retardation/ Mentally Challenged:

1. Definition, Characteristics, Needs, prevention, need and problem.
2. Classification, Identification, Teaching strategies, Educational and Training programmes for children with mental retardation.

### **UNIT-IV**

Learning Disabilities:

1. Concept, Nature, Causes and Types.
2. Identification and Intervention strategies for remediation of Dyslexia, Dyscalculia and dysgraphia.

### **BOOKS RECOMMENDED**

1. Hallahan, D.P. & Kauffman, J.M. (1991) : Exceptional Children—Introduction to Special Education, Allyn & Bacon, Massachusetts.
2. Frank, M.H. & Steven, R.F. (1984) : Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts.
3. Kirk, S.A. & Gallagher, J.J. (1989) : Education of Exceptional Children, Houghton Mifflin Co., Boston.

4. Berdine, W.H., Blackhurst, A.E. (eds.) (1980) : An Introduction to Special Education, Little, Brown and Company, Boston.
5. Ysseldyke, J.E. and Algozzine, B. (1998) : Special Education, New Delhi, Kanishka Publishers, Distributor.
6. Hans, I.J. (2000) : Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.).
7. Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS publishers and Distributors
8. Encyclopaedia of special Education (1987) : Vol.1,2,3 ed's Cecil.r. Reynolds and Lester Mann, New York : John Wiley and Sons.
9. Panda, K.C. (1997) : Education of Exceptional Children, New Delhi: Vikas Publication House.

**MASTER OF EDUCATION (M.Ed.)  
(DETAILED SYLLABUS)**

**FIRST SEMESTER**

**OPTIONAL PAPER-104 (v)  
INFORMATION & COMMUNICATION TECHNOLOGY**

**COURSE OBJECTIVES:**

At the end of the course, the students will be able to :

- Explain the meaning, types and scope of Educational Technology.
- Formulate instructional objectives for different domains.
- Explain the concept of variables, phases and levels of Teaching.
- Describe different Models of teaching and develop two sample lesson plans.
- Explain Microteaching and Interaction analysis along with their principles and processes.

**COURSE CONTENT:**

**UNIT-I**

- a) Educational Technology: Concept, nature and perspective.
- b) Development of Educational Technology in historical perspective, components of Educational Technology: psycho-technology, planning technology Management Technology , ICT, Systems technology.

**UNIT-II**

- a) Objectives: Differentiation and derivation from aims to goals, general objectives from goals and instructional objectives from general objectives.
- b) Formulating instructional objectives, categorization of objectives in taxonomic categories of Cognitive, Affective and Psychomotor domains.

**UNIT-III**

- a) Teaching: concept, variables, phases and levels of teaching: Memory, Understanding and Reflective level.
- b) Models of teaching, Bruner's concept attainment model, Ausubel's Advance organizer Model, Taba's Inductive Thinking Model.

**UNIT-IV**

- a) Teacher Training Techniques : Simulated teaching and Microteaching.
- b) Observation of Classroom interaction: Flanders Interaction analysis: concept, assumptions, coding and decoding procedures.

**BOOKS SUGGESTED:**

1. Bhushan,A & Ahuja, M.(1992) : Educational Technology, Meerut, Vikas Publication, B-57, Meenakshi Puram.
2. Bigge, M.L. & Hunt, M.(1968) : Psychological Foundation of Education, London, Harper and Row Publishers.
3. Bloom, B.S.(1972) : Taxonomy of Education Objectives. A Hand Book-I(Cognitive Domain), New York: Devid Mokeyay Campo.
4. Chauhan, S.S. (1978) : A Textbook of Programmed Instruction, New Delhi, Sterling Publishers.
5. Das, R.C.(1993) : Educational Technology : A Basic Text, New Delhi, Sterling Publishers.
6. Dececco, J.P. & Cramford, W.R., (1970) : Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
7. Flanders, Ned A.(1978): Analysing Teaching Behaviour, London , Addison Wesley Publishing Co.
8. Gage, N.L., (1978) : The Scientific Basis of the Art of Teaching, London, Teacher's College Press.

9. Joyce, B.Weil, M. & Showers, B., (1985) : Models of Teaching, Prentice Hall of India, Pvt. Ltd.
10. Mehra, V.(2010) : A text book of Educational Technology, New Delhi : Sanjay Prakashan.



**MASTER OF EDUCATION (M.Ed.)**

**(DETAILED SYLLABUS)**

**FIRST SEMESTER**

**PAPER-105**

**DISSERTATION (PART 1)**

- a. Synopsis Preparation
- b. Review of Related Literature
- c. Selection & Preparation of Tools

**MASTER OF EDUCATION (M.Ed.)  
(DETAILED SYLLABUS)**

**SECOND SEMESTER**

**PAPER-201  
FOUNDATIONS OF EDUCATION (SOCIOLOGICAL)-II**

**COURSE OBJECTIVES:**

The syllabus has been designed in order to attain the following objectives:

- understand the intimate relationship between education and sociology.
- consider the impact of Indian constitutional provisions on the development of Indian social order in view of its secularist and democratic values.
- acquaint with the sociological problems of Indian society and the role of education in finding their solutions.
- understand the meaning of modernization and social change in the context of Indian social order.

**COURSE CONTENT:**

**UNIT-I**

- a) Concept and relationship of sociology and education, meaning of educational sociology and sociology of education.
- b) Education in relation to social change and modernization.
- c) Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism).

**UNIT-II**

- a) Education as related to social equity and equality of educational opportunities.
- b) Education as related to social stratification and social mobility

**UNIT-III**

- a) Education and politics: Their relationship (with special reference to communism, facism, socialism and democracy)

b) Education and Secularism.

**UNIT-IV**

a) Culture: Meaning and nature of culture, role of education in cultural context; education cultural change.

b) Economy and education-Impact of LPG (Liberalisation, Privatization and Globalisation) on education.

**BOOKS RECOMMENDED**

1) Banerjee A.C. & Sharma S.R. (1999) : Sociological and Philosophical issues in Education, Book Enclave, Jaipur.

2) Coulby, D & Zambeta, G. (2005) : Globalization & Nationalism in Education : Routledge Falmer. New York.

3) Kenkel, W.F., Society in Action (1980) : Introduction to Sociology. New York: Harper and Row

4) Mathur S.S.,(2008): A Sociological approach to Indian Education, Vinod Pustak Mandir Agra

5) Pandey, R.S. (1997), East West Thoughts on Education, Allahabad : Horizon Publishers.

6) Sodhi T.S. & Suri A.(1998) : Philosophical and Sociological Foundation of Education, Bawa Publications, Patiala.

7) Wilbur, B. Brookover, D. Gottieb (1964) : A sociology of Education, New York,: American Book Company.

8) Weber C.O. (1960), Basic Philosophies of Education, New York : Holt, Rinehart & Wintson.

**MASTER OF EDUCATION (M.Ed.)  
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**SECOND SEMESTER**

**PAPER-202  
ADVANCED EDUCATIONAL PSYCHOLOGY-II**

**COURSE OBJECTIVES:**

After completing the course, the student will

- analyse the learning process based on theoretical approaches of learning
- understand and be able to measure the learner's cognitive abilities with special reference to intelligence
- gain knowledge of concept and theories of personality
- understand children with special needs; identification and their educational provisions

**COURSE CONTENT:**

**UNIT-I**

1. Transfer of learning: concept, types, theories, implications
2. Kohler's insight theory of insightful learning, Tolman's sign theory of learning, Gagne's hierarchy of learning

**UNIT-II**

1. Intelligence: Concept and Nature, Spiritual and Emotional Intelligence
2. Theories of intelligence: Spearman, Thurstone, Guilford, Gardner and Sternberg
3. Assessment of intelligence and recent development

**UNIT-III**

1. Personality: concept and theories by Cattle, Eysenck, Allport and Freud
2. Adjustment: concept, defence mechanisms, conflict management

**UNIT-IV**

1. Children with special needs : concept, classification, Historical perspective.
2. Concept, characteristics, identification and education of children with
  - i) Learning disability

ii) Giftedness

**BOOKS RECOMMENDED**

1. Baron, R.A. (2007): Psychology, India : Porling Kindersley and Pearson Education
2. Bigge Morris, L. & Hunt Maurice,(1968) P. Psychological Foundations of Education, 2nd Edition, N.Y. Harper & Row.
3. Bienter Roher F. Mifflin, Psychology Applied to Teaching, , Boston, Houghton.
4. Chauhan S.S. (1978): Advanced Educational Psychology, Vikas Publishing House.
5. Danion W.V(1983): Social and Personality Development Infancy Through Adolescence, ,New York, Norton.
7. Dash, M. (1994), Educational Psychology, New Delhi : Deep & Deep Publications.
- 8.Engler Barbara (1991): Personality Theories : An Introduction, 3rd Ed., Boston : Houghton Mifflin Company.
9. Good, Thomas, L. & Brodhy, Jore E.(1977): Educational Psychology and Realistic Approach,, N.Y. Holt.
10. Hurlock, E.B. (2004): Development Psychology : A Life-Span Approach (5th Ed.) New Delhi : Tata Mc Graw –Hill Publishing company Ltd.
11. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology, New Delhi : Sterling Publishers Pvt. Ltd.
12. Mangal, S.K. (2006): Advanced Educational Psychology, New Delhi : Prentice-Hall of India.
13. Mathur, S.S., (1986) :Educational Psychology, Revised and Enlarged Text Edition,, Vinod Pustak Mandir, Agra.
14. Mazur, J.E. (1994): Learning and Behaviour (3rd Ed.), Englewood Cliffs, New Jersey : Prentice Hall.

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**SECOND SEMESTER**

**PAPER-203**

**METHODOLOGY OF EDUCATIONAL RESEARCH AND EDUCATIONAL  
STATISTICS -II**

**COURSE OBJECTIVES:**

After completing the course, the student will be able to:

- select the tools for studying for studying different variables.
- select/ formulate the design of the study by controlling and classifying the variables demanded by the design.
- develop the synopsis for research work.
- report the research work is accordance with the current trends and procedure of report writing.
- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem

**COURSE CONTENT:**

**UNIT-I**

a) Characteristics of tools : Reliability, Validity, Meaning and methods.

b) Tools : Psychological tests, Observations, Questionnaire, Interviews, Rating Scales, Attitudes Scales (Thurstone and Likert's Scale).

**UNIT-II**

a ) Methods of Research:

i. Historical Research: Meaning, Steps with emphasis on internal and external criticism.

ii. Descriptive Research: Meaning, Types with special reference to surveys, case study, Correlation, Longitudinal and Cross sectional studies, trend studies and predictive studies.

b) i) Experimental Research: Meaning, Steps and Threats to internal and external validity, ii) True Experimental designs: Two Groups Randomized subjects Post Test only designs, Two Groups Randomized matched subjects Post Test only designs , Randomized groups Pre-Test Post-Test designs, Factorial designs, Quasi-experimental designs: Rotational Design, Nonrandomized groups Pre Test-Post test Design.

iii) Research Report

### **UNIT-III**

Significance of statistics and significance of difference between statistics (mean only).

### **UNIT-IV**

i) Analysis of variance (one way only).

ii) Chi-square list.

### **BOOKS RECOMMENDED**

1. Ary, Donald and Jacob (1976): Introduction of Statistics, Purpose and Procedures, New York, Holt Rinehart and Winston.
2. Best, J.W. & Kahan J.V. (1995): Research Education, Prentice Hall of India Pvt. :td., New Delhi.
3. Edwards, A.L. (1960): Experimental Design in Psychological Research, New York, Holts (revised ed.).
4. Gakhar, S.C. (2008) :Statistics in Education and Psychology, Panipat . N.M Publications.
5. Garrett, H.E. (1986) :Statistics in Psychology and Education, Vikils Feffers and Simons Pvt. Ltd.
6. Kaul Lokesh(1984) :Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.
7. Lindquist, E.F.(1953) : Design and Analsis of Experiments in Education and Psychology,

Houghton Mifflin Co., Boston.

8. Siegel Sidney(1965) : Non-Parametric Statistics, McGraw Hill Books Company, New York.

9. Tuckman, B.W.(1972) : Conducting Educational Research, Harcourt Brace, Javanovich.

10. Verman, M.(1965) : Introduction to Educational and Psychological Research, Lond. Asia.

11. Lindquist, E.F. (1960) : Elementary Statistical Methods in Psychology and Education Oxford Book Company, New Delhi.



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**SECOND SEMESTER**

**OPTIONAL PAPER-204**

**To choose any one of paper as given below:-**

PAPER 204 (i)	Value Education & Human Rights
PAPER 204 (ii)	Environmental Education
PAPER 204 (iii)	Curriculum Development
PAPER 204 (iv)	Educational Administration & Management
PAPER 204 (v)	Educational Measurement & Evaluation

**MASTER OF EDUCATION (M.Ed.)  
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**SECOND SEMESTER**

**OPTIONAL PAPER-204 (i)  
VALUE EDUCATION & HUMAN**

**COURSE OBJECTIVES:**

After completing the course, the student will be able to :

- Able to understand the nature of values, moral values, moral education and to differentiate such values from religious, moral training or moral indoctrination.
- Oriented to the various intervention strategies for moral education and moral learning.
- Acquainted the students with various types of human rights.
- Able to gain knowledge about various provisions in schools and means for protecting child rights.

**COURSE CONTENT:**

**UNIT-I**

Moral Learning and Moral Education:

- (i) Moral learning outside the school- child rearing practices and Moral learning via limitation, Nature of society and moral learning, Media and Moral Learning.
- (ii) Moral Learning inside the school: providing “form” and “content” to education.
- (iii) Moral education and the curriculum: Various approaches.

**UNIT-II**

Intervention Strategies for Moral Education and Assessment of Moral Maturity:

- a) Model of Moral Education:
  - i) Rationale Building Model.
  - ii) The Consideration Model.
  - iii) Value classification Model.
  - iv) Social action Model.
  - v) Just Community Intervention Model.

b) Assessment of moral maturity via moral dilemma resolution.

**UNIT-III**

Various Types of Rights- Civil, Political, Economic, Social and Cultural Rights.

**UNIT-IV**

Child Rights in India and their protection:

- i) Provisions in schools.
- ii) Teacher Preparation for Protecting Human Rights.

**BOOKS RECOMMENDED**

1. Karan, Reddy & V. Narakyan (1979), Education and Value, New Delhi : B.R. Publishers cprpn.
2. Symonides, J(2002) Human Rights Concept and Standards, Rawat Publications.
3. Mohanty, J(2005) Teaching of Human Rights: New Trends and Innovations. New Delhi, Deep and Deep Publications PVT. LTD.
4. Tarrow, N.B(1987), Human Rights and Education Vol-3, Programon Press.
5. Pandey, V.C(2005), Value Education and Education for Human Rights : Delhi, Isha Books.
6. Bhatt, S.R. (1986), Knowledge, Value and Education : An Axionoetic Analysis, Delhi : Gian Publisher.
7. Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt : Associated Publishers.
8. Kar., N.N. (1996), Value Education : A Philoshophical Study, Ambala Cantt : Associated Publishers.

# **MASTER OF EDUCATION (M.Ed.)**

## **(DETAILED SYLLABUS)**

### **SECOND SEMESTER**

#### **OPTIONAL PAPER-204 (ii) ENVIRONMENTAL EDUCATION**

**COURSE OBJECTIVES:** After completing the course, students will be able to :

- exhibit the relationship between man and environment.
- explain the impact of manmade and natural disasters on environment..
- explain the role of educational institutions in disaster management..
- discuss the importance of sustainable development.
- explain the features of curriculum for environmental education at school.
- Describe different methods of teaching environmental education
- Explain various global environmental problems.
- Explain strategies for waste management.

#### **COURSE CONTENT:**

##### **UNIT – I**

- a) Relationship between man and environment.
- b) Effect of man made and natural disaster on environment.
- c) Role of educational institutions in disaster management.

##### **UNIT– II**

- a) Features of curriculum for environmental education at primary and secondary school levels.
- b) Concept and importance of sustainable development.

##### **UNIT– III**

- a) Interdisciplinary and integration approaches for teaching environmental education.
- b) Methods of teaching environmental education, Discussion, seminar, workshop, dialogue, problem solving, field survey, projects, exhibition and experiential learning.

c) Role of media for imparting environmental education.

**UNIT– IV**

a) Global environmental problems : Global warming, ozone depletion, e-waste and population explosion.

b) Waste Management : e-waste, medical waste, nuclear waste, solid and liquid waste.

**BOOKS RECOMMENDED**

1. Dani, H.M.(1986): Environmental Education, Chandigarh. Publication Bureau, Panjab University,
2. Bhall,S.C. and Khanna, H.(2007), Environmental Education, New Delhi: Regal Publication.
3. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
4. Nanda, K.V. (1997), Environmental Education, New Delhi,: APH Publishing Corpn.
5. Nasrin (2007), Education, Environment and Society, New Delhi: APH Publishing Corpn.
6. Saxena, A.B. (1986), Environmental Education, Agra : National Psychological Corpn.
7. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.,
8. Shrivastava, K.A.(2007), Global Warning, New Delhi: APH Publishing Corpn.
9. Shukla, K.S. and Srivastava, R.P. (1992), Emerging Pattern of Environmental Structure, New Delhi: Commonwealth Publishers.
10. Singh, K.Y.(2005), Teaching of Environment Science, New Delhi: Chaman Enterprises
11. Sudhir, A.M. and Masillamani, M.(2003), Environmental Issues, New Delhi ; Reliance Publishing House.

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**SECOND SEMESTER**

**OPTIONAL PAPER-204 (iii)  
CURRICULUM DEVELOPMENT**

# **MASTER OF EDUCATION (M.Ed.)**

## **(DETAILED SYLLABUS)**

### **SECOND SEMESTER**

#### **OPTIONAL PAPER-204 (iv)**

### **EDUCATIONAL MEASUREMENT & EVALUATION**

**COURSE OBJECTIVES:** After completing the course, the student will be able to :

- Aware of the concept of andragogy and its applications.
- Able to analyse implications of andragogy.
- Acquainted with the programmes of adult and continuing education in India.
- aware of the administration and management of adult education in India.
- Able to understand the role of universities in adult and continuing education.
- Oriented for the research in Adult Education, Continuing Education and Life Long Education.

#### **COURSE CONTENT:**

##### **UNIT – I**

- a) Andragogy : meaning and concept, implication for lifelong learning.
- b) Principles of adult learning and curriculum development for adults.

##### **UNIT– II**

- a) Psychology of adult learners.
- b) Teaching methods for adult learners.

##### **UNIT– III**

- a) Centre and State Level organisations for Administration and management of adult and continuing education programmes.
- b) Role of UGC and Universities in adult, continuing and lifelong education.
  - (i) Department/Centre for adult and continuing education and extension education.
  - (ii) The field outreach programmes

**UNIT– IV**

a) Continuing education programmes for community development:

(i) Women empowerment

(ii) Population education

(iii) Legal literacy

(iv) Vocational education

b) Research Areas in Adult Education, Continuing Education and Lifelong Education.

**BOOKS RECOMMENDED**

1. Alford, Harold J. (1968), Continuing education in action : residential centres for lifelong learning. New York : Wiley
2. Belanger, P., Gelpi, E. (1995) Lifelong Education, London, Kluwer Academic Publishers.
3. Indian Journal of Adult Education, 69, 3, 2008.
4. Indian Journal of Adult Education, 69, 4, 2008.
5. International Journal of Adult and Lifelong Education 68, 1-2, 2007.
6. International Journal of Adult and Lifelong Education 68, 3-4, 2007.
7. International Journal of Adult and Lifelong Education Vol. No. 1, 2003, UNESCO & UNDP Documents and Publications.
8. Jarvis, Peter(1990)), International dictionary of adult and continuing education, London, Routledge.
9. Jethithar, Bhart, (1996)Adult Education & Extension. New Delhi : APH Publishers..
10. New Frontiers in Education-International Journal of Education, Vol. XXXII, No.2. April-June 2002.
11. Pareek, Vijay Kumar, (1992)Adult Education. Delhi. Himansher.



12. Patil, S.P.(1996), Problems of adult education programme – Ambala Cantt. Associated Pubs.
13. Rahi, A.L. (1996.)Adult Educational Policies and Programmes, Ambala Cantt. Associated Pubs.,
14. Rao, D.S. (1993) Continuing Education in India, Ambala, The Associated Publishers
15. Rao, V. Janardhana,( ., 2000.) Problem of Continuing Education, New Delhi: Discovery Pub
16. Reddy, G. Lokanadha, (1997.)Role performance of adult education teachers : problems and prospects – New Delhi : Discovery Pub.,
17. Roy, Nikhil Ranjan, (1967.)Adult Education in India and Abroad – Delhi : Chand,
18. Seetharamu, A.S. & Devi, M.D. Usha, (1994)Adult Education, New Delhi : Ashish,
19. Sharma, Inder Prabha, (1985)Adult Education in India : Policy Perspective – New Delhi : NBO Pub.
20. Singh, U.K., Sudarshan, K.N. (1996) Non-formal and Continuing Education, New Delhi, Discovery Publishing House.

**MASTER OF EDUCATION (M.Ed.)  
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**SECOND SEMESTER**

**OPTIONAL PAPER-204 (v)  
EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

**COURSE OBJECTIVES :**

After completing the course, students will be able to :

- Various concepts like planning, financing, supervision in Indian settings.
- Structure of educational administration at various government levels.
- concepts related to human resource management.

**COURSE CONTENT:**

**UNIT-I**

Educational Authorities in India:

- a) Role of centre, state and local bodies in educational administration.
- b) Constitutional provisions, Centre-state relations on education.
- c) Role of private enterprises, their limitations and remedial measures.

**UNIT-II**

Financing of education:

- a) Meaning & importance
- b) Financing policy at central, state and local levels.
- c) Budgeting and preparation of budget estimates.
- d) Problems & issues in financing education.

**UNIT-III**

Educational Planning:

- a) Meaning and nature.
- b) Approaches to planning.
- c) Institutional planning.
- d) Priority in planning.

**UNIT-IV**

Performance appraisal in the educational organizational at different levels (including self appraisal).

**BOOKS RECOMMENDED**

1. Agarwal , V.Bhatnagar, R.P.( 1997), Supervision, Planning and Financing, Meerut, India : Surya Publication,.
2. Chandrasekaran, P.( 1994.), Educational Planning and Management, New Delhi : Sterling Publishers,
3. Greene, J.F.( 1975), School Personnel Administration, Chilton Book Company : Pennsylvania,
4. Khan, N. Sharif & Khan, M. Saleem,( 1980) Educational Administration, New Delhi : Ashish Publishing House,
5. Kuldip Kaur, Education in India(1981-1985), Policies, Planning and Implementation, Chandigarh : Arun and Rajive Pvt. Ltd.,
6. Lulla, B.P. & Murthy, S.K.(1976), Essential of Educational Administration, Chandigarh : Mohindra Capital Publishing.
7. Manju, Bala(1990), Leadership Behaviour and Educational Administration, New Delhi : Deep & Deep Publications .
8. Mathur, S.S., Educational Administration and Management, Ambala Cantt. : Indian Publicatons.
9. Mukherji, S.N.(1970), Administration and Educational Planning and Finance, Baroda : Acharya Book Depot.
10. Philip H. Coomba,(1985) The World Crisis in Educatin, Oxford University Press, 1985.

11. Tara Chand and Ravi Prakash,(1997) Advanced Educational Administration, New Delhi : Kanishka Publishers.

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**SECOND SEMESTER**

**PAPER-205  
DISSERTATION & VIVA-VOCE**

- a. Data Analysis & Interpretation
- b. Finding's & Conclusion
- c. Report Working with summary (Submission of Dissertation)