



**M.Ed. (First Paper)**  
**Philosophical and Sociological foundation of Education**

**Objectives** – After studying the paper, students will be able to –

1. Understand the importance of Educational Philosophy and relation between Philosophy and Education.
2. Discriminate among different branches of western philosophy.
3. Explain the different branches of Indian & Western philosophy.
4. Understand the modern trends of Education.
5. Evaluate the role of Education in social change.
6. Analyse the economics of Education.

**Part – 1**

**Philosophical Foundation of Education**

**Unit 1-**

- A. Relation between education and philosophy, Importance of Educational philosophy, meaning and objectives of Education in different political system, Branches of western philosophy: Idealism, Realism, Naturalism, Pragmatism, Existentialism and their educational objectives, curriculum, methods of teaching and discipline.
- B. Branches of Indian philosophy – Samkhya, Vedantya and Buddhist – Basic principles and their Educational implications, Modern Indian Educational philosophers- Mahatma Gandhi, Tagore, Shri Aurovindo and Swami Vivekanand, their propounded principles and applications.

**Unit 2-**

- A. National values, education and human rights in Indian constitution.
- B. Modern trends and Educational innovation in Education.

**Part – 2**

**Sociological Foundation of Education**

**Unit 3-**

- A. Scope and meaning of Sociology – A relation between Sociology and Education, Sociology of Education- modern and new concepts: meaning, scope, nature and importance. Sociological approach and education, concept of socialization, Education: family and community in special reference to Indian society.
- B. Social system and education: the functional and structural scenario, education as Sub-Social system, Education and social change: concept of social change, determining factors of social change, role of education, social control and education, social mobility- meaning, kinds, relation with education and their importance.

**Unit 4-**

- A. Concept of tradition and modernization in reference to education: modernization and education- meaning and importance. Education, religion and culture: concept, relation and their importance.  
Education and Politics

Democracy: meaning, objectives and the role of education in development.  
Equality of educational opportunity: concept, factors determining opportunities and efforts done by the government.

Education of Socially and economically deprived people and challenges in this field, achievements and the role of teacher.

B. Economics of education: concept and development, education and economic development, concept of education as an investment.

Need of education related to national human power. Educational planning; meaning, kinds and need.

**Reference Books -**

1. Nellar, George F : Introduction of philosophy a education: Jhon willy and sons, 1971.
2. Baker, Jhon L : modern philosophy of education Tata Mc Graw- Hill's, 1980.
3. Taneja, B.R. : Socio-Philosophical approach to education, Atlantic publication delhi, 1979.
4. Verma M : Philosophy of Indian Education, Meenakshy publication, Meerut 1989.
5. Bigge, Morris L : Positive relativism: An Emergent education philosophy, Harper row, 1971.
6. Singh, Baljeet : Education an Investment, Meenakshy publication, Meerut 1984.
7. Pandey K.P. : Perspectives in social foundation of education. Amithabh publication delhi 1988.
8. Pandey Ramshakal :Shiksha Darshan:Vinod pustak mandir,1983
9. Ottaway, A.K.C. : Education and Society, Londol, Roulledge,1962.
10. Dubey, Mukund : Indian Society: challenges if equality: Integration and empowerment, Anand publication, New Delhi 1995.



**M.Ed. (Second Paper)**  
**Psychological basis of Education**

**Objectives** – After studying this paper, the students will be able to –

1. Understand the meaning, scope, its Indian & Western concept and its relevance for the teacher.
2. Differentiate among different theories of learning.
3. Identify the changes occurs in different stages of development and also able to identify the different theories of development.
4. Understand the concepts of motivation and adjustment and its educational implication.
5. Explain the concept of personality & its different theories.
6. Know the concept of intelligence, its different theories and emotional intelligence.
7. Identify exceptional children and able to get information about their educational provision and inclusive education.

**Unit 1-**

- A. Educational Psychology: meaning, scope, Indian & Western concept, the relevance of education psychology according to the teacher.
- B. Development: meaning, difference between growth & development, cognitive, social and emotional development: main characteristics & educational implication, Indian concept of development (with special reference to Sanskara.)
- C. Learning: meaning, gagnes types of learning, factor affecting learning, transfer of learning: meaning, theory & its educational implication.

**Unit 2-**

- A. Associative theory of learning: systematic behavior theory of Hull, main point and educational implication.
- B. Cognitive theory of learning: Gestall and Tolman theory, main point and educational implication.

**Unit 3-**

- A. Motivation : concept, Indian view: purushartha chatushaya (Dhrma, Artha, Kham, Moksh) & its educational implication.
- B. Adjustment: Meaning , process, pattern of adjustment, mental conflict and defence mechanism, characteristics of well adjusted person, mental health and hygiene , meaning, main point & educational implication.
- C. Special children: Slow Learner/Backward children, Gifted, and mentally retarded child: identification and educational provision. Inclusive education – meaning, main point and educational implication, Creativity: meaning, process, identification and fostering, Problem solving: form, process and educational implication.

**Unit 4-**

- A. Personality : meaning, puncha koshiya development and Sata, Raja, Tam, Guna Indian concept of personality, western concept of personality & theory, Trait-Alport & Eysenck, Psychoanalytical theory -Freud and Erickson, Humanistic: Maslow and Rogers, measurement of personality

- B. Intelligence: meaning, Indian and western concept, main point, some theory of intelligence, Guilford and Gardner's concept of intelligence, main point & educational implication, Emotional Intelligence: meaning, main point, educational implication, Individual difference: meaning types and educational implication, Concept formations meaning. process and educational implication.
- C. Group dynamics: meaning, social process, teacher's role for making learning oriented class environment.

**Practical works -**

1. Collection and Report presentation on any concept of educational psychology from ancient Indian literature.
2. Critical analysis of any one of new theory related with the concept of personality or learning or intelligence and report presentation.



**Reference Books:**

Pandey, K.P.- Advanced Educational Psychology; Vishwavidyalaya Prakashan, Varanasi.

Prakash, Prem- Psychological Foundations of Education; Kanishka Publication, New Delhi.

Pandey, Kalplata- Mother's Care and Girls Achievement; Mishra Trading

Chauhan, S.S.- Advanced Educational Psychology; Vinod pustak Mandir, Agra.

Baron, A. Robert- Psychology; Pearson. Prentice Hall.

**M.Ed. (Third Paper)**  
**Educational Research and Statistics**

**Objectives** – After studying this paper, the students will be able to –

1. Know the meaning and scope of educational research.
2. Differentiate among fundamental, applied and action research.
3. Know different methods used in Educational research.
4. Understand the procedure of educational research.
5. Use important tools for collection of data in educational research.
6. Use statistical techniques for the analysis and interpretation of data.

**Section - A**

**Unit 1-**

- A. Meaning of educational research, scope, various forms of educational research- Fundamental, applied and action research: difference among them on the basis of objectives, nature of problem, method and utility of research result.
- B. Methods of educational research – Historical, Descriptive survey, experimental, ex-post facto and case study: procedures and needed precautions, Qualitative research.
- C. Procedure of educational research-
  - (I) Problem of research – Selection of problem, Definition and delimitation.
  - (II) Formulation of hypothesis – Procedure, source and characteristics of a good hypothesis.
  - (III) Hypothesis testing.
  - (IV) Formulation of Generalization and conclusion.

**Unit 2-**

- A. Determination of population and sampling technique in educational research – Meaning of population in research, needs of sample, characteristics of a good sample, probability and non- probability sampling methods: procedure and limitation.
- B. Tools of educational research – Characteristics of research tool, its using method and requisite precautions, Questionnaires, Interview, Observation, Rating scale, Tests, Sociometric technique.
- C.
  - (I) Research report – Format and Process of research report writing.
  - (II) Preparation of research synopsis – Format and precautions.

**Section - B**

**Unit 3-**

- A. .
  - ❖ Measures and use of central tendency – Mean, Median and Mode.
  - ❖ Measures and use of Variability – Range, Mean – deviation, Standard – deviation, Quartile – deviation.
  - ❖ Utility and methods for calculating percentile and percentile rank.
- B. Graphical representation of scores.

- C. Correlation – Meaning of Correlation, calculation and interpretation of coefficient of correlation by Spearman and Carl Pearson's methods, partial correlation and Multiple correlation.

**Unit 4-**

- A. Properties and application of Normal probability curve.
- B. Reliability of statistics of estimation and Inference: significance of mean, testing the significance of differences between two means, directional and non-directional tests, Types of errors.  
Analysis of Variance: Assumptions underlying and method of computing one way Analysis of Variance.
- C. Chi-square and Contingency coefficient: calculation and application.



**Reference Books:**

Chandakandan, K, Karthikeyan, C.- Behavioural Research Methodology; Banarasidas.

Pandey, K.P.- Fundamentals of Educational Research; Vishwavidyalaya Prakashan, Varanasi.

Pathak, R.P.- Statistics in Educational Research; Kanishka Publication, New Delhi.

Sharma, N.K.- Statistical Techniques.

Garrett, Henry- Statistics in Psychology and Education, Kalyani Publishers, New Delhi.

## **M.Ed. (Fourth and Fifth Paper)**

### **Guidance and Councelling in Education**

**Objectives** – After studying this paper, the students will be able to –

1. To understand the importance and application of guidance in their daily life.
2. To know the principles, modern trend and problems of guidance.
3. To understand different types of guidance and counseling.
4. To use different techniques of guidance and counseling for problem solving.
5. To use different psychological and evaluative techniques of guidance.
6. To understand different tools and methods of guidance and counseling.

#### **Unit 1-**

- A. Guidance – concept, need, scope, principles, nature and modern tendencies.
- B. History of Guidance movement in Indian, suggestions related to Guidance in various education commissions.
- C. Present situation and problems of Guidance in Indian context.

#### **Unit 2-**

- A. Kinds of Guidance – Educational, Vocational, Personal – objectives, difference and applied techniques.
- B. Organization and Administration of Guidance Programs in Schools.

#### **Unit 3-**

- A. Types of Guidance services at various levels of education.
  - 1) Information service.
  - 2) Individual information collection
  - 3) Vocational information: sources, collection and broad cast.
  - 4) Counselling service
  - 5) Officiating service
  - 6) Follow up service
  - 7) Research service
  - 8) Firm service
- B. Councelling: concept, principle, steps, process of councelling and characteristics of a Good Counsellor.

#### **Unit 4-**

- A. Tools and Techniques of Guidance, Psychological test and evaluation in guidance.
- B. Evaluation of Guidance Programme- various techniques and utility of evaluation.

#### **Practical works -**

- ❖ To present report by running Counselling session of 5 students on the basis of case study for solving their problems.
  - ❖ Preparation of a report by using any two tools of evaluation for guidance.
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**Reference Books:**

1. David, A.- Guidance and Counselling; Com.W
2. Bhatia, K.K.- Principles of Guidance and Counselling, Kalyani publishers.
3. Gupta, Manoj- Effective Guidance and Counselling, Mangaldeep Publication, Jaipur.
4. Pandey, K.P.- Educational Vocational Guidance in India, Vishwavidyalaya Prakashan, Varanasi.
5. Srivastava, K.K.- Principles of Guidance and Counselling, Kanishka Publishers, New Delhi.

**M.Ed. IV<sup>th</sup> & V<sup>th</sup> paper**  
**Educational Administration and Management**

**Objectives** – After studying this paper, the students will be able to –

- 1) Differentiate between various approaches of management in education.
- 2) Understand the functions of Educational administrator.
- 3) Describe the concept of organizational environment of the school.
- 4) Understand the concept of Educational finance and Financial administration.
- 5) Differentiate among the various stages of structure of Educational administration.
- 6) Analyse the researches in the field of Educational Administration and Management.

**Unit 1-**

- A. Development of theories of Educational Administration and Management in Education: organization, concept of Administration and Management and their correlation, Different approaches of Management in Education.
- B. Major Functions and processes of Administration and Management: Planning, Organizing, Leading, Controlling and Evaluation.

**Unit 2-**

- A. Role and Functions of Educational administrator: Educational Leadership(Organizational limits, leadership and administration), Style of Leadership: Learning and Instruction for the purposeful development of human quality.
- B. Environment and School: Organizational climate- concept and measurement.

**Unit 3-**

- A. Structure of Educational administration at state and central level: Issues and Problems of Educational Administration in higher education.
- B. Educational observation and supervision: concept, areas, theories and problems.

**Unit 4-**

- A. Development of the concept of Educational Finance and Financial Administration in India: Brief introduction, Budget and its types.
- B. Researches in the field of Educational Administration and Management.

**Practical work -**

- ❖ Use of questionnaire related to organizational climate.
- ❖ Case study of an assigned educational Institution.
- ❖ Study and construction of school budget.
- ❖ Assignment related to use of systems approach in Educational Management.
- ❖ Review of assigned book of Educational Administration and Management.

**Reference Books -**

1. L.K.Ode(1992) Educational Administration, Jaipur, Rajasthan Granth Academy.
2. Bhatnager R.P. And Agrawal Vidya(1986) Educational Administration New Delhi, International Publication House.
3. Bhatt B.D. And Sharma S.P.(1992) Educational Administration Hyderabad, Kanishk Publication House, Book Link, Corporation.

4. Chaturvedi, R.N. (1989) The Administration Of Education In India, Jaipur, Printwell Publication.
5. Goyal, S.L. (2005) Management In Education, New Delhi, A.P.H. Publication Corporation.
6. Gupta L.D. (1987) Educational Administration, Oxford and I.B.H.
7. Mathur S.S.: Educational Administration, Principles and Practices.
8. Nistred, R.O. Etal (1983) Sydey, Allen and Bacon, Iuk.
9. Ray Choudhary, Namita (1992) Management in Education, New Delhi, A.P.H.P.



**M.Ed. IV<sup>th</sup> & V<sup>th</sup> paper**  
**Computer -Assisted Learning and Teaching**

**Objectives** – After studying this paper, the students will be able to –

- 1) To know the utility of Computer in the Teaching-Learning of language & other subjects.
- 2) To get the information related to Computer hardware & software.
- 3) To understand the utility and functioning of internet.
- 4) To design a Programme for computer.
- 5) To know about the modern trends in the field of information technology.
- 6) To explain the researches done in the field of Computer Learning.

**Unit 1-**

- A. Role of Computer in Teaching-Learning of language & other subjects: role of Computer in Learning environment, historical perspective of computer-assisted instruction and its social, educational & technological implications, computer and Indian school.
- B. Micro computer, Input & Output techniques, Computer peripherals.

**Unit 2-**

- A. Computer Hardware and Software – Introduction of useful software, operating system & computer related useful language.
- B. Concept of internet, general information about the multimedia and graphics.

**Unit 3-**

- A. Information technology and education.
- B. Utility of Computer in the field of education, computer software's construction procedure, project design, its execution and monitoring.

**Unit 4-**

- A. Condition of expected research in the field of computer-assisted instruction, construction of research design.
- B. Computer based Learning packages for science and other subjects and its evaluation, library management and desirable precautions for management of computers in schools.

**Practical works -**

- ❖ To develop a program for computer.
- ❖ Teaching of 5 to 10 lesson plan using computer in selected subjects.

**Reference Books-**

1. Chauhan, S.S.- Innovations in Teaching Learning Process, Vikas publication, New Delhi.
2. Dhama, O.P, Bhatnagar, O.P- Education and Communication for development, Oxford and JBH.
3. Addy, S.- Fundamentals of Computer Science.
4. Sinha, P.K.- Computer Fundamentals.

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**M.Ed. IV<sup>th</sup> & V<sup>th</sup> paper**  
**Technology of Teaching Behaviour**

**Objectives** – After studying this paper, the students will be able to –

1. Understand the meaning of Technology, contemporary trends and different types.
2. Analyse the Teaching-Learning Relationship and different stages of Teaching and its operations.
3. Differentiate among the different types of learning.
4. Explain the different models of teaching.
5. Utilise the different approaches of Teaching Communication.
6. Understand the Teaching Behaviour and different techniques of its modification.
7. Write and evaluate the program according to the Programmed Instruction.

**Unit 1-**

- A. Technology: Meaning, Scope and Modern trends, Behavioural Technology, Instructional Technology, Teaching Technology, Instructional Design-Nature and Scope.
- B. Teaching-Learning Relationship: Types of Teaching, stages of Teaching and its operations.
- C. Levels of Teaching: Memory Level, Understanding Level, Reflective Level-Nature, related theories, Teaching and testing methods.

**Unit 2-**

- A. Different types of Learning –skill, verbal knowledge, concept, rule and steps included in teaching of Problem-Solving Learning.
- B. Models of Teaching: Concept, need and important elements, classification of Teaching Models, some selected models of Teaching – Basic Teaching Model, School Learning Model, Concept Attainment Model and Psychological Model-elements, characteristics and implications for teacher.

**Unit 3-**

- A. Concept of Teaching Behaviour: characteristics and nature, systematic form of class-room behaviour, strategies and techniques, difference between teaching behavior and teacher behavior.
- B. Methods of Modification of Teaching Behaviour: Micro-Teaching, Simulated Teaching-concept and application.
- C. Systematic observation of Teaching: Flander's Interaction Analysis(FICS), Categories-Reciprocal category system(RCS) and Equivalent Talk category system(ETCS).

**Unit 4-**

- A. Communication: Theories, types, process, and medium- classification of medium.
- B. Programmed Instruction: Origin, concept and Types-Linear, Branching and Mathematics, Development of program, Writing and evaluation of programe, Contribution of Computer-Assisted Instruction and Information Technology in Teaching.

**Practical work -**

- ❖ Construction of Teaching Plan on the basis of any one Teaching Model and at least 10 interaction matrix by using any one systematic observation method.
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**Reference books-**

1. Sharma, R.A.- Technological Foundation of Education, R.Lal publishers.
2. Kumar, K.L.- Educational Technology, New Age International publishers.
3. Pandey, K.P.- Modern concepts of teaching behavior, Vishwavidyalaya Prakashan, Varanasi.
4. Vanaja, M.- Educational Technology, Neel Kamal Publications, New Delhi.

**M.Ed. IV<sup>th</sup> & V<sup>th</sup> paper**  
**Distance Education**

**Objectives** – After studying this paper, the students will be able to –

- 1) Know about the concept of distance education and its relevance in India and foreign countries.
- 2) Understand the nature and responsibility of students and teachers and related problems.
- 3) Differentiate among various media used in distance education.
- 4) Know the process of self instructional materials in distance education.
- 5) Evaluate the organizational nature of distance education.
- 6) Acquaint with the researches being conducted in the field of distance education.

**Unit 1-**

- A. Distance Education- Concept, need, scope and its relevance in the present educational context. Development of distance education in India and its present status and its status in other countries such as- China, Canada, England, America and France.
- B. Philosophical foundation of distance education- Theories of Michal Moore, Charles Vedemeyor, Holmberg and Peters and their educational implications.

**Unit 2-**

- A. Distance Education and Teacher: nature, responsibilities, qualities, problem and training.
- B. Distance Education and students: nature, characteristics, student support services and their relevance from the point of view of the nature of Distance Education.

**Unit 3-**

- A. Distance Education and media: Print and non print media and their use in Distance Education, process of preparation of print materials and precautions needed.
- B. Organization of Distance Education: nature, regional and local study center: nature, functions and its relevance.

**Unit 4-**

- A. Concept of Evaluation in Distance Education: Various techniques and their application in evaluation.
- B. Research in Distance Education: Present situation and main points of researches to be done in future.

**Experimental Work-**

- ❖ Case study and presentation of report of any study center of Distance Education.
- ❖ Preparation of self instructional material on any topic.
- ❖ Evaluation of one assignment using any technique used in Distance Education.



**M.Ed. IV<sup>th</sup> & V<sup>th</sup> paper**  
**Education for Special Children**

**Objectives** – After studying this paper, the students will be able to –

- 1) Understand special children and their special educational needs.
- 2) Recognize the problems of disabled children.
- 3) Give suggestions for arrangement of special education for completely deaf and dumb children.
- 4) Analyse the condition of deprived and causes of deprivation.
- 5) Evaluate facilities given to mentally disabled children in India and world.
- 6) Construct study material for education of special children.

**Unit 1-**

- A. Special Children: Meaning and Types, Need of special education, Application & importance.
- B. Disability: Meaning of disability, adjustment problems of disabled, Physical and social facilities, special education system, curriculum, teaching methods and special schools.

**Unit 2-**

- A. Visually Impaired and Blind children – Meaning of visual impairment, Identification, adjustment problems, special medium, Teaching arrangements or approaches and efforts to mainstreaming them into society.
- B. Deaf or hearing impaired children: Meaning of hearing impaired, identification, adjustment problems, Special educational: approaches, curriculum, separate school, Teaching method, Educational medium, Teaching arrangements and efforts for rehabilitation.

**Unit 3-**

- A. Speech disorders and totally dumb children : Meaning, Identification, Adjustment problems, Special Teaching adaptations, curriculum, separate school, Teaching method, Teaching medium, Teaching strategy and efforts for mainstreaming them into society.
- B. Deprived children and their education. Deprived child- Meaning of deprivation, types, condition of deprived in modern social context, causes, impact of deprivation on intellectual, emotional, achievement and personality, role of education and teacher in resettlement of deprived in society, wastage and stagnation, Facility deprived children, causes, intervention, necessity to build different Psychological schools, special educational arrangement.

**Unit 4-**

- A. Mental Retardation: Meaning, Identification, Types of children suffering from mental retardation, educable mentally severely or profoundly retarded children, Educational arrangements in context with emotional satisfaction, remedial Teaching and construction of special curriculum, Role of Education and educators in rehabilitation of them in society.
- B. Facilities given to retarded children in India and world, Mental handicapness and employment based educational arrangements, curriculum, Teaching method and role of special schools.

**Practical works -**

- ❖ Case study of children belonging to any one special category among the following. Visual Impairment, Hearing Impairment, Mental Retardation and orthopedic disable.
- ❖ Construction of special educational material for special children belonging to any one category.
- ❖ Knowledge about tools and educational means to educating special child.
- ❖ Evaluation techniques for assessment of disabled.

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**Reference Books:**

1. Rath, K.B.- Exceptional Children, R.I, Ajmer, Rajasthan.
2. Kundu, C.L. (2003)- Status of disability in India, R.C.I., New Delhi.
3. Panda, K.C.(1997)- Education of Exceptional Children, Vikas Publishing House, New Delhi.
4. Dash, M(1997)- Education of Exceptional Children, Atlantic publishers, New Delhi.  
Kenkateish, S (2001)- Special Education, Anmol Publication Pvt. Ltd., New Delhi.

**M.Ed. IV<sup>th</sup> & V<sup>th</sup> paper**  
**Peace and Value Education**

**Objectives** – After studying this paper, the students will be able to–

- 1) understand about the Concept of value and its different category.
- 2) understand about the nature of peace, value and different procedures of solution about the conflict.
- 3) use different techniques to enrich peace related value.
- 4) analyze different agencies like Home, School and Community for enrichment of peace related value.
- 5) understand about the nature of peace, objectives and relevance.
- 6) understand about the value education and its relevance in teacher’s training.

**Unit 1-**

- A. Peace – Meaning, nature and its relevancy relating to the present global scenario, Different sources of peace: philosophical, religious, social and psychological.
- B. Classification of peace- Positive and negative peace, concept, characteristics, remedy to minimize the negative peace and assistance of Indian thought in this field.
- C. Role of different organizations like UNESO in peace enrichment.

**Unit 2-**

- A. Value- Meaning, nature and its relevance in present Global scenario.
- B. Classification of value.
- C. Role of community, school and family in the development of value.

**Unit 3-**

- A. Peace education – Teaching, objectives, scope and its relevance.
- B. Methods for peace education.
- C. Ongoing researches in the field of peace education – present scenario and suggestions.

**Unit 4-**

- A. Value education – Meaning, nature, objectives, scope and its relevance.
- B. Value education, fundamental right, duty and role of teacher.
- C. On going researches in the field of value education – present scenario and suggestions.

**Practical work -**

- ❖ Formation of plan to enrich value in teachers.
- ❖ Formation of test for the measurement of peace related value.
- ❖ Training of the method used for solving the internal conflict and report presentation accordingly.

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**Reference Books:**

1. Raghuvansh, Sujata- Human Rights and Duties education, Mahaveer and Sons, New Delhi.
2. Patil, V.T- Value education and Human rights Education, Gnosis Publishers.
3. Chakrabarti, Mohit- Value education
4. Tiwari, k.K.- Education for values.

**M.Ed. IV<sup>th</sup> & V<sup>th</sup> paper**  
**Technology of Programmed Learning**

**Objectives** – After studying this paper, the students will be able to–

- 1) Understanding Historical & Psychological perspective of Programmed Learning.
- 2) Differentiate among different types of Programmed Learning.
- 3) Understand the concept of mastery learning.
- 4) Write programme.
- 5) Evaluate the programme.
- 6) Standardization and construction of criterion test for programme.

**Unit 1-**

- A. Meaning, Origin, basic fundamentals and future of programmed learning.
- B. Historical & Psychological Perspective of programmed learning. Relationship of connectionism of Thorndike & operant conditioning with programmed learning.

**Unit 2-**

- A. Types of Programmed Learning – characteristics, types, assumptions and examples of linear, branching & mathematics programme.
- B. Retrogressive programme – characteristics, assumptions, steps & examples.

**Unit 3-**

- A. Mastery Learning: Meaning, Steps, Examples and speciality. Teaching tools – Meaning & Characteristics.
- B. Planning of Program- Selection of topic, analysis of content, meaning of behavioural objectives and its example, construction of criterion test.

**Unit 4-**

- A. Programmed writing – structural & functional elements of programme, Types of frames, priming, prompting and types of prompts, Sequencing of frames: logical & empirical sequence, Edition & Correction of Programme. Types of Editions.
- B. Testing & Evaluation of the Programme: Individual, small group & Error of Field testing Programme, Information density and 90/90 standardised rate.

**Practical works -**

To present Linear & Branching style programme on any topic, to describe the terminal Behaviour in this programme, to formulate objectives in behavioural term, presentation of 100-150 frames in the programme and construction of criterion test related to it.

**Reference Books:**

1. Jain, Satish- Computer fundamentals and C++ programming.
2. Maurya, Omprakash- Basic Programming.
3. Rao, Usha- Educational Technology.
4. Vashist, S.R.- Research in Educational Technology.
5. Yadav, R.S.- An Advanced Educational Technology.
6. Sharma, R.A.- Technological Foundation of Education., Surya Publication, Meerut.

## **M.Ed. IV<sup>th</sup> & V<sup>th</sup> paper** **Comparative Education**

**Objectives** – After studying this paper, the students will be able to–

1. Know about the changes in the field of education at the world level.
2. Understand geographical, political, cultural and educational scenario of different countries.
3. Understand the necessity of education in the root of development of developed countries.
4. Know the various educational problems of the developing and developed countries.
5. Change their skill and thought by the critical study of educational administration of different countries.
6. Carry on the comparative study of the educational scenario of Britain, America, France and India.

### **Unit 1-**

- A. Meaning of Comparative Education, scope, development, aims and study methods.
- B. Factors affecting comparative education, International assistance in the development of National Education System.

### **Unit 2-**

- A. Structure, organization and nature of education in India and Britain.
- B. Nature and problems of educational structure of primary, secondary and higher education in India and Britain.
- C. Problems of nature and organization of education in Britain, America, France and India.

### **Unit 3-**

- A. Educational structure and its functioning in Britain, America, France and India.
- B. Implications of technical and vocational education for India.

### **Unit 4-**

- A. Educational autonomy in India, France and America.
- B. Distance education in India, Britain and America and its implications for India.

### **Reference Books:**

1. Pandey, K.P.- Comparative Education
2. Mukherji, N.N.- Education in India: Today and Tomorrow.
3. Cramer and Crown- National System of Education
4. Kendel- New era in Education
5. Dent, H.C.- Education in Great Britain.