

University of Poona



MASTER OF EDUCATION COURSE (M. Ed.)

R. 5.1 Any person who has taken the Degree of Bachelor of Teaching or Bachelor of Education of this University or a Degree of another University recognized as equivalent thereto may be admitted to the Examination for the Degree of Master of Education having fulfilled the requirements as mentioned in R. 5.1.

Students passing the B.Ed. (Physical Education) Examination at Poona University will be held eligible for admission to the M. Ed. Course.

Students are given the option to write their answers in Marathi.

R. 5.1. (a) The Examination for the Degree of M. Ed. shall be in papers only.

(b) A candidate desiring to appear for the M. Ed. Examination must either—

(i) attend a College or any other Institution recognized for the purpose and shall keep two terms to the satisfaction of the head of College or Institution.

Or

(ii) complete the course under guidance of a recognized teacher to the satisfaction of the Head of the College or Institution during two academic years.

R. 5.2. The scheme of papers for M.Ed. Examination under :—

The general objective of the M.Ed. Course are :—

- (i) To prepare professional personnel required for staff of College of Education;
- (ii) To prepare administrators and supervisor for positions of responsibilities in the Education Department, Education Planning.
- (iii) To prepare personnel for various Educational services such as Psychological and Achievement Testing, Guidance and Counselling, Curriculum Construction and Production of Instructional Material.

I. COMPULSORY PAPERS

	<i>Duration</i>	<i>M</i>
Paper I—Philosophy and Sociology of Education.	...3 hours	
Paper II—Advanced Educational Psychology.	...3 hours	
*Paper III—Elements of Educational Research.	..3 hours	
Paper IV—History of Education.	..3 hours	

*Note :—The principal of the College where the candidate studies will have to certify that every candidate has written, to the satisfaction a short Research paper, showing his acquaintance with the Methods of Research studied by him for the Compulsory Paper No. III.

II. OPTIONAL PAPERS

	<i>Duration</i>	<i>M</i>
<u>Paper V & VI—To be offered from any one group of the following six groups.</u>	..3 hours	
		(For each paper)

Group A—Educational Administration and Educational Planning.

Group B—Comparative Education.

Group C—Experimental Psychology and Statistical Methods.

Group D—Teacher Education and Curriculum Development.

Group E—Guidance and Counselling.

R. 5.3 The following are the syllabus of the various papers.

Paper I—Philosophy and Sociology of Education.

Objectives :—To develop understanding and appreciation of :

(1) The interrelationship between Philosophy and Education.

(2) The interrelationship between Society and Education.

(3) The basic tenets principles and major developments of the major schools of Philosophy—Western and Indian.

(4) The effects of various social forces on the data and practice of education.

(5) Current problems arising in the field of Education.

Unit 1—Meaning and nature of Philosophy, Interrelationship between Philosophy and Education. Scope and functions of Educational Philosophy.

Unit 2—Indian Schools of Philosophy, Vedic, Buddhist, Jain and their implications with special reference to the basic tenets, aims and ideals, curriculum, methodology, teacher-pupil relationship, freedom and discipline.

Unit 3—Western Schools of Philosophy, Idealism, Naturalism, Pragmatism, Realism and their educational implications—with special reference to the basic tenets, aims and ideals, curriculum methodology, teacher-pupil relationship, freedom and discipline.

Unit 4—Education for the development of moral spiritual and aesthetic values.

Unit 5—Meaning and Nature of Educational Sociology, Inter-relationship between Sociology and Education, Scope and functions of Educational Sociology.

Unit 6—Theory of individual group Interaction, Education through agencies of individual group interaction.

Unit 7—Education as a means of social reconstruction.

- (a) Equality of Educational opportunity.
- (b) Education of economically under developed society.
- (c) Education for social and emotional integration.
- (d) Education for nationalism and international understanding.

Unit 8—Major political ideologies—Totalitarian, Democratic, Sociolistic, Communistic—their impact on education.

Unit 9—Scientific, Industrial and Technological Developments and their bearing on education.

Books Recommended

Philosophy of Education :

1. Philosophical Basis of Education—Rusk
2. Groundwork of the theory of Education—Ross
3. Modern Philosophies of Education—Brubacher
4. Education—Its data and First Principles
5. Education and Social Orders—Bertrand Russel
6. Four Philosophies of Education—Butler
7. Problems of Educational Reconstruction—K. G. Sardin.
8. Education for International Understanding—K. G. Saiyidian
9. Education in New Era—I. L. Kandel
10. Foundations of Education—V. P. Bokil
11. Introduction of Philosophy of Education—Stelia Henderson

Sociology of Education :

12. Educational Sociology—Brown
13. The Social purpose of Education—K. G. Collier

14. A Sociological Approach of Education—Cook and Cook
 15. Education and Society—Ottway
 16. School and Society—Dewey.

Paper II—Advanced Educational Psychology
 (From June 88)

Objectives :

- (i) To Develop understanding and appreciation of the Psychological basis of education.
 (ii) To develop the ability to analyse and evaluate elements of the teaching-learning process.
 (iii) To develop understanding of the behavioural and educational problems of students and teachers.

SECTION I

Unit 1—

- (a) Nature and Scope of Educational Psychology.
 (b) Methods of Psychological Studies—
 (i) Experimental
 (ii) Differential
 (iii) Clinical
 (iv) Case Study
 (v) Psychoanalytic.

Unit 2—

- (a) Growth and Development.
 (i) Concept of Growth and Development. Theories of development—Maturation theories, Behaviour-Learning theories, Adaptation theories, Psycho-dynamic theories. Factors influencing development.
 (ii) Physical, Intellectual, Emotional, Social, Moral and Personality Growth and Development at the following stages—Prenatal, Infancy early childhood, Later childhood, adolescence and youth.

- (iii) Normal and Abnormal Growth and Development
- (iv) Personality Development of the teacher
- (v) Educational Implications.

(b) Heredity and Environment.

- (i) Mechanisms of Heredity, Law of Heredity
- (ii) Experiments of McDougall, Weismann, Lamarck, Natural Selection.
- (iii) Influence of Heredity and Environment on Growth and Development, Nature-Nurture Issue, Interaction Principle.

Unit 3—School of Psychology.

- (i) Every School of Psychology started as a revolt against the established order.
- (ii) Main tenets of the schools of Psychology—Functional Structural, Associationism, Hormic, Behaviourism, Gestalt, Psycho-analytic,
- (iii) Contribution of the above schools of psychology to the field of education.
- (iv) Indian Psychology.

Unit 4—Social Psychology.

- (a) Meaning, Definition and need to study Social Psychology.
- (b) Types of groups
 - (i) Genesis of groups
 - (ii) In-groups and Out-groups—Meaning, Examples and characteristics.
 - (iii) Primary and Secondary groups—Meaning, Examples and Characteristics.
- (c) Group Dynamics—Concept and Importance.
- (d) Leadership—
 - (i) Characteristics.
 - (ii) Functions.
 - (iii) Types.
 - (iv) Training for Leadership.

- (e) Educational use of group life.
 - (i) Importance of group life in schools.
 - (ii) Associations in schools.
 - (iii) Residential Schools.
 - (iv) Professional Associations.

SECTION II

Unit 5—Learning and Teaching

- (a) Historical Review of the Learning Theories. Mental Discipline, Unfoldment, Apperception, Behaviourism, Gestalt Psychology.
- (b) Current Learning Theories.
 - (i) Skinners' Operant Conditioning
 - (ii) Gagne's Behaviouristic-Electic view
 - (iii) Bandura's Social Learning Theory
 - (iv) Lewin's Field Theory
 - (v) Ausbl's Meaningful Verbal Learning
 - (vi) Bruner's Cognitive Structure Theory
 - (vii) Carl Roger's Phenomenological Theory
 - (viii) Bloom's Mastery Learning.
- (c) Implications of the above theories for Transfer of Learning.
- (d) Relationship between Learning and Teaching
(N. L. Gage's views)
- (e) Four Families of Models of Teaching : Information Processing, personal, Social and Behavioural.

Unit 6—Individual Differences.

- (a) Types of Individual Differences.
 - (i) Physical differences—Age, Sex, Height, Weight etc.
 - (ii) Mental differences—Intelligence, Aptitudes, Interests, Personality traits, Attitudes, Values etc.
- (b) Measurement of Individual Differences.
 - (i) Need of Measuring Individual Differences.
 - (ii) Tools for measuring Mental Differences.

1. Test for measuring sensory abilities.
2. Tests for measuring intelligence.
3. Aptitude Tests—Tests of mechanical aptitude, Clerical aptitudes, Tests to measure aptitude in music, graphic arts etc. Test to measure multiple aptitude General Aptitude Test Battery (GATB).
4. Interest Inventories—Strang's Vocational Interest Blank, Kuder's Preference Record.
5. Measuring Personality Traits.

Unit 7—Intelligence.

- (a) Theories of Intelligence—Historical review of Spearman's two factor theory. Thorndike's multi-factor theory. Thurstone's group factor theory and Thompson's sampling theory.
- (b) Guilford's structure of Intellect.
- (c) Measurement of Intelligence.
 1. Acquaintance with at least one test from each of the following :—
 - (i) Verbal
 - (ii) Non verbal
 - (iii) Individual
 - (iv) Group
 - (v) Performance.
 2. Tests of Intelligence prepared in India.
 3. Limitations of Intelligence Tests.
- (d) Creativity—Its nature and relationship with intelligence.

Unit 8—Personality

- (a) Concept of Personality.
 - (i) Meaning and Definitions
 - (ii) Influencing factors—Heredity and Environment.
- (b) Theories of Personality
 - Families—(i) Type
 - (ii) Trait

- (iii) Personality dynamics
- (iv) Personality by structure.

- (c) Measurement of Personality
 - (i) Need for measurement of Personality
 - (ii) Types of personality measurement-Trait: Projective Wholistic
 - (iii) Educational Implications of Measurement of Personality.
- (d) Neurotic Personality
 - Causes and types of Neurotic Personality. Teacher's Role in the detection of Neurotic Personality.

Practical Work

Students are expected to administer any one of the following tests to one subject.

- (a) Individual intelligence test.
- (b) Personality test.
- (c) Aptitude test.

Recommended Books

1. Introduction to Psychology by Munn Norman L. Oxford and IBH Publishing Co., New Delhi.
2. Contemporary School of Psychology by Woodworth R. S., Methuen and Co. Ltd., London.
3. Advanced Educational Psychology by Kuppaswamy, University Publishers, Delhi.
4. Foundations of Educational Psychology by Jayaswal L. R., Allied Publishers, Bombay.
5. A Text-Book of Educational Psychology by Hansraj Bhatia, Asia Publishing House.
6. Systems and Theories of Psychology by Chaplin and Krawiec Holt Rinehart Winston Publishers.
7. Individual in Society by Kretch and Crutchfield, McGraw Hill Book Co., New York.

8. *Seven Psychologies* by Heidebreder Publisher Appleton Century Crofts, Educational Division, New York.
9. *Models of Teaching* by Bruce Joycee and Marshal Weil, 2nd Edition, Prentice Hall of India Ltd.
10. *Learning Theories for Teachers* by M. L. Bigge, 4th Edition, Harper and Row Publishers.
11. *General Psychology* by J. P. Guilford 2nd Edition. Affiliated East West Press Pvt. Ltd.
12. *Foundations of Educational Psychology* By J. S. Walia, Poul Publishers, Jullundhar.
13. *Introduction to Psychology* by Hilgard & Atkinson, 6th Edition, Oxford & IBH Publisher, Bombay.
14. *Advanced Educational Psychology* by S. S. Chauhan, Vikas Publishing House, New Delhi.
15. *Educational Psychology* by K. G. Rastogi, Rastogi Publication, Meerat.
16. *Foundations of Psychology* by Boring, Langfield, Weld. Asia Publishing House.
17. *Educational Psychology* by Crow & Crow, American Book Company, New York.
18. *Educational Psychology* by Skinner. Prentice-Hall.
19. *Psychology of Education* by Sorenson, McGraw-Hill Book Co. Inc., New York, San Francisco, Toronto, London.
20. *Contemporary Theories and Systems in Psychology*, By Benjamin B. Wolwan, Harper & Row Publication, New York.
21. *Systems and Theories in Psychology*, By M. H. Marx & William A Hillix, Mc Graw Hill Publication.
22. *Theories of Psychology* by Aun F. Neel, University of London Press.
23. *A Hundred Years of Psychology* by J. C. Flugel, University Paper Back Edu., Methuen & Co.
24. *Social Psychology* by Otto Klineberg, Holt Rinehart, Winston Publication.

25. Social Psychology by Lindgreen.
26. About Learning and Memory by V. K. Kothurkar, K. Wiley Eastern Ltd., Bombay (1985).
27. The Conditions of Learning by R. M. Gange, 1983-3rd Edition Holt Sounder International Editions, Japan.
28. The Social Psychology of Teaching by Morrison A. and McIntyre D., 1980, Penguin Books Ltd.
29. Theories of Learning by Bower, G. H. & Hilgard E. R. 5th Edition 1986, Prentice Hall of India, New Delhi.
30. Essentials of Learning by Travers R. M. W., The New Cognitive Learning for students of Education, 1982, 5th Edition, McMillan Publishing Co. Inc. New York.
31. The Psychology of Learning and Instruction by John P. Dececco, Prentice Hall of India Pvt. Ltd., 1970.
32. Theories for Teaching by J. Stiles, Dodd Mead and Crow, New York, 1974.
33. The Psychology of Teaching Methods by Gage N. L., The National Society for the Study of Education, Chicago, 1976.
34. Handbook of Research on Teaching by Gage, N. L., Rand McNally, Chicago, 1963.
35. Cognitive Development by Flavell, J. H., New Jersey : Prentice Hall, 1977.
36. The Psychology of Learning by Hulse S. H., Egeth H. and Deese J., 5th Edition, Mc Graw Hill, 1980, New York.
37. The Process of Education by Bruner J. S., Atma Ram & Sons, New Delhi, 1964.
38. Theory and Practice of Psychological Testing by Freeman, Oxford & I. B. H. Publishing Co.
39. Psychological Testing by Anastasi Anne, 3rd Edition, The McMillan Co., New York.
40. Foundations of Education Psychology by Dr. Sitaram Jayaswal, Arnold Heinman Publishers, New Delhi.
41. Creativity Education Today, by Cropley A. D., London. Longman Grees and Co. 1967.

42. Intelligence and Attainment Tests by P. E. Vernon.
43. Creativity, its educational implications (Ed. Gawaw and Others), New York, Wiley 1967.
44. Creativity and Education, Lytton H. London, Routelege & Kegan Paul 1971.
45. Creativity and Personality, Paramesh C. R., Janata Book House, Madras, 1972.
46. Creativity in Education, B. K. Passi, N. P. C. Agra, 1982.
47. प्रगत शैक्षणिक मानसशास्त्र—ले. जा. पां. शरत्त, श्री. विद्या प्रकाशन, पुणे ३०.

Paper III—Elements of Educational Research

(From June 1987)

Objectives :

To enable the student to—

1. understand the concept of the scientific method.
2. understand the process of research
3. differentiate among different types of research
4. understand the process of educational research.
5. understand different methods of educational research
6. understand the use of different tools and techniques of educational research
7. use library for research purposes
8. conduct an action research in the field of education
9. use different types of statistics in his research projects
10. present a reasearch report. and
11. criticize simple research articles/reports.

Content :

Unit 1—The Scientific Methods.

(a) Need of generating knowledge

(b) Different sources of generating knowledge—Experience
Authority, Deductive reasoning, Inductive reasoning.

- (c) Scientific method as a unique source—
 - (i) Characteristics
 - (ii) Steps involved

Unit 2—The Research Method.

- (a) Concept of Research and characteristics of Research
- (b) Relationship between the scientific and the Research method.
- (c) Functions of research
- (d) Types of research—fundamental, applied, action.

Unit 3—Educational Research.

- (a) Concept of educational research and its characteristics
- (b) Steps involved in the conduct of educational research
- (c) Different areas of educational research.
- (d) Sources of problems of educational research

Unit 4—Methods of educational Research.

- (a) Historical
- (b) Descriptive—Survey
- (c) Experimental

Unit 5—Sampling and Techniques for Sample Selection.

- (a) Concept of sampling
- (b) Rationale of sampling
- (c) Types of sampling
- (d) Techniques of sample selection

Unit 6—Tools and Techniques of Educational Research.

- (a) Content or document analysis
- (b) Questionnaire, Opinionnaire, Attitude Scale, Rating Scale, Check List, Observation, Interview Schedule, Sociometric Technique
- (c) Achievement Tests, Intelligence Tests, Aptitude Tests, Personality Tests.

Unit 7—Conduct and Report of an Action Research in Education

- (a) Location of a problem in the field of work
- (b) Review of related literature—use of library resources
- (c) Preparation of the research proposal
- (d) Collection, analysis and interpretation of data
- (e) Reporting the research project

N.B. :—This unit bears a direct relation with the practical work.)

(While teaching the following topics i. e. Unit 8 and use of published research reports recommended.)

Unit 8—Use of Descriptive Statistics in Educational research,

- (a) Measures of central tendency and variability
- (b) Graphic methods, percentics and application
- (c) Normal curve—its properties and application
- (d) Coefficient of correlation by the product Moment Method

Unit 9—Use of Inferential Statistics in Educational research

- (a) Predictions from regression equation
- (b) Significance of the measures of central tendencies and variability
- (c) Significance of the correlation coefficient
- (d) Sampling distribution and the use of standard Error Formula

Reference Books

1. Best, J. W. : *Research in Education* (4th Edu. Prentice Hall of India, Pvt. Ltd., New Delhi, 1982.)
2. Tuckman Bruce W. : *Conducting Educational Research* (Harcourt Brace Javanovich, Inc., New York, 1978)
3. Garrett H. E. *Statistics in Education and Psychology* (Yakills Fiffer & Simons Pvt. Ltd., Bombay, 1973)

4. Kurtz Albert J. and Samuel T. Mayo, ' *Statistic in Education and Psychology* ' (Narosa Publishing House New Delhi, 1981)
5. Buch M. B. ' *A Survey of Research in Education* (Centre of Advanced Studies in Education, M. S. University, Baroda, 1974)
6. Buch M. B. et al ' *Second Survey of Research in Education* '
7. Donald Ary, Lucy Cheser Jacobs, Asghar Razavich : " *Introduction to Research in Education* " (Holt Rinehart and Winston, New York, 1979)
8. Kreppendorff Kians: *Content Analysis : An Introduction to its Methodology*, Sage Publications, Beverly Hills, London, 1985.
9. Action Research—Corey
10. Fox David J. : *Techniques for the Analysis of Quantitative Data*, Holt, Rinehart & Winson, Inc. 1969.
11. कृतिसंशोधन, म. राज्य पाठ्यपुस्तक निर्मिती व संशोधन मंडळ ' बालभारती ' सेनापती बापट मार्ग, पुणे-४
12. शैक्षणिक संशोधन, डॉ. भा. गो. बापट, नूतन प्रकाशन, टिळक रोड, पुणे.
13. शैक्षणिक संशोधन, मुळे व उमाटे, श्री विद्या प्रकाशन

PRACTICAL WORK

Action Research Report of not less than 10,000 words, should be submitted by every candidate.

Paper IV—History of Education

Objectives :

1. To acquaint the students with the basic ideas behind education as a social institution, as they were in different periods of history in different countries and the evolution of educational thought.
2. To acquaint the students with the current development in various branches of education with special reference to India.

(A) Education in Ancient Times :

Unit 1—Ideals and characteristics of Brahmanic Education
Gurukul system, pupil teacher relationship, curriculum, methods of teaching, relation to life.

Unit 2—Education Under the Buddhists—ideal's and organisation of education—Vihars as institutions of education—Teachers and methods—Seats of learning, Universities.

Unit 3—Greek Education—Socrates, Plato, Aristotle.

Unit 4—Education in China—Confucious, Laotse.

(B) Mediaeval Education :

Unit 5—Islamic Education in India—ideals and characteristics.

Unit 6—Monasticism and Scholasticism in the West.

Unit 7—Renaissance and Humanistic Education in the West

(C) Modern Trends :

Unit 8—Realism and Naturalism in Education—Comenius and Roussean.

Unit 9—Psychological and Scientific Tendencies in Education—Pestalozzi, Herbart, Froebel, Spencer and T. S. Huxley.

Unit 10—Sociological and eclectic tendencies—John Dewey, Mahatma Gandhi.

Unit 11—Mme Montessori, Tagore, Vivekanand.

(D) Modern Period :

Unit 12—Characteristics of indiginous schools in India at the advent of the British rule.

Unit 13—Controversies between the classicists and Anglicists: Macaulay's minute, its influence on Indian Education.

Unit 14—Movement of National Education in India.

Unit 15—Educational Movements in Modern India—Basic Education (Mahatma Gandhi and others); Compulsory Universal

Primary Education (Gokhale, Patel, Maharaja Sayajirao Gaikwad etc. and provisions in the constitution Art, 1945) Social Education; Re-organisation of secondary education (Raja Ram Mohan Roy, Dayanand, Mudliar Commission, Kothari Commission etc.) : University education, (Radhakrishnan Commission); Provision of Technical and Vocational Education: Teacher Education: Private Enterprise in Education (M. Phule, Tilak, Agarkar, Karve, Lala Lajpat Ray, Malviya etc.): Evolution of the concept of social education with reference to the contribution of saints.

(From May 1979 the Question Paper I in Compulsory Paper IV—"History of Education" at the M. Ed. Examination, shall consist at least one Compulsory question in each Section A, B, C, and D.)

Books Recommended

1. Education in Ancient India by Dr. A. S. Altekar.
2. Ancient Indian Education by R. K. Mukharji, Pub. Motilal Banarsidas, Delhi.
3. A History of Education in India and Pakistan by F. E. Keay, D. D. Karve, Oxford University Press.
4. A History of Education in India (during the British Period) by J. P. Naik and Nurulla, Mac Millan and Co.
5. A Text-Book in History of Education—Paul Munroe.
6. Great Educators—Rusk.

Paper V & VI—

Group A: Educational Administration and Educational Planning.

Objectives :

- (i) To acquire knowledge of the machinery and procedure of educational administration in India.
- (ii) To develop understanding of the problems of educational administration in India.

- (iii) To develop appreciation of the financial problems
- (iv) To develop an understanding of the planning to education in India and its socio-economic context.
- (v) To develop skills in planning and implementing conventional administrative procedures.

Paper I—

Unit 1—Meaning, Nature and scope of Educational Administration :

- (a) Concepts in Administration such as Administrative functions; management and organisation; Control and direction, quality control and production procedure, input and output, Educational administration contrasted with that in other fields.
- (b) The authoritarian trend in Educational Administration, Democratic ideals and relationship; delegation of authority, democratic decentralization.

Administrator as a democratic leader and his qualities like—skill in judgement, professional efficiency and leadership qualities etc.

Unit 2—Supervision and guidance :

- (a) The meaning scope and functions of supervision in Education.
- (b) The techniques and evaluation in supervision.
- (c) New trends in Educational Supervision and guidance.
- (d) Pattern of supervision in U. K., U. S. A., France.

Unit 3—The Central Govt. and Education—Structure and function :

- (a) A comparative Study of the Structure under Govt. of India Acts of 1919 and 1935. Directives for Education and other provisions in the Republicative commission of India. The present set up of the Central Ministry of Education and its educational activities.

- (b) Advisory and statutory bodies at the centre—the role and functions of the Union Ministry of Education. The Central Advisory Board, the University Grants Commission, N. C. E. R. T., etc.

Unit 4—The State Govt. and Education—Structure and function.

- (a) The responsibility of the State and State machinery of Educational Administration. Organization and Functions of the Directorates, Finance, Advisory and other bodies.

Unit 5—Local Authorities and Education.

- (a) Evolution of the role of local bodies in Education till independence.
- (b) Developments after Independence and the present pattern and status.
- (c) The administrative and financial set up at the village, Taluka and District levels.

Unit 6—Educational Administration at the various levels of Education.

Study of Educational Administrations in India at the pre-primary, primary, secondary and university levels with particular reference to—

- (a) National Policy of Education.
- (b) Constitutional and legal basis structure.
- (c) Administrative machinery.
- (d) Finance.

Unit 7—Management of Aided Institutions in Maharashtra.

- (a) Percentage of aided institutions at different levels of Education.
- (b) Rules and procedures of recognition, grant-in-aid-principles, types of procedures.
- (c) Composition and functions of managing committees
- (d) Machinery for setting teacher-management and intra-management disputes.

Unit 8—Legislation relating to Education in Maharashtra.

- (a) Under local bodies.
- (b) Under panchayati act.
- (c) Primary and Secondary education.
- (d) Collages of Arts, Science, Commerce, Education, etc.
- (e) White paper of Education by Maharashtra State and the State Policy of Education.
- (f) Comprehensive Education Act in U.K. and the proposed one for Maharashtra.

Unit 9—School Organisation.

- (a) The old and the new concept of school organisation.
- (b) The school budget—Principles and practices.
- (c) Personnel administration—The principles and practices of recruitment, supervision and management.
- (d) School community relations.

Unit 10—A comparative Study of the administrative systems and significant achievements and problems of education in

- (a) Kerala (b) Madras (c) Uttar Pradesh.

Group A—Paper II

Unit 1—

- (a) Educational Finance as an area of Educational Administration.
- (b) How education is financed ?
 - (i) Sources of income—Govt. and private tapping community resources.
 - (ii) Contributions of State and Central Govts., various concessions.
 - (iii) Grant-in-aid-principles, practices, types and procedures.
- (c) Patterns of investments in Education in U. K., U.S.A., Japan, and France.

Unit 2—Economics of Education.

- (a) The development of Economics of Education as a field of study, factors responsible.
- (b) Present Status of the field.

Unit 3—Cost of Education.

- (a) Types of Educational costs, Direct costs, Opportunity Costs, and Unit costs.
- (b) Methods of determining costs,
- (c) Decisive factors in cost.

Unit 4—Educational Planning

- (a) Educational Planning as an area of administration.
- (b) Beginning of Educational Planning in India—Three plans.
- (c) Lessons of the three plans—Social and manpower factors.
- (d) Basis of policy for future planning.

Unit 5—Education and Development.

- (a) The concept and pre-requisites of development.
- (b) Human resource development.
- (c) Maximum utilization of available material resources.
- (d) Reducing wastage and stagnation.

Unit 6—Modernizing Educational Administration.

- (a) From maintenance administration to developmental administration.
- (b) Systems approach.
- (c) Survey, units, data processing and documentation.
- (d) Evaluation—Internal and external; Short term and Long term.

Books Recommended

1. S. N. Mukherjee...Administration of Education in India Acharya Books Dept., 1962.
2. N.C.E.R.T...NCERT—The First Year Book of Education 1961.

3. Ministry of Education...Education Commission Report 1964-65 under the chairmanship of Dr. D. S. Kothari.
4. UNESCO...Economic and social aspects of Educational Planning, 1963.
5. Naik, J. P...Educational Planning in India, 1965, Allied Publishers, 1965.
6. Rao, V. K. R. V....Education and Human Resource Development, Allied Publishers, 1965.
7. State Departments of Education...Annual Report—Maharashtra State.

Reference Book

Problems of Higher Education in India—An Approach to Structural Analysis and Recognition.

Group B : Comparative Education

Paper I—

Unit I—

- (a) Scope, purpose and need of Comparative Education.
 - What can be learnt from Comparative study of Education ?
 - (i) Success of the quest for univesal principles in Education.
 - (ii) Finding of the inter-cultural measures of educational quality.
 - (iii) The extent of borrowing educational ideas and practices from other countries.
 - (iv) The meaning of cultural approach to the study of Education.
 - (v) Resources available for studying comparative Education.
- (b) Factors and forces influencing the theory and practice of education in a country :—
 - (i) Racial.
 - (ii) Linguistic.
 - (iii) Technological.

- (iv) Historical.
- (v) Sociological.
- (vi) Political.
- (vii) Economic.
- (viii) Religious.
- (ix) Scientific.

Unit 2—Methods of Comparative Education.

- (i) Area studies (description and interpretation).
- (ii) Comparative study (Description of educational system juxta-position, comparison, total analysis).
- (iii) Philosophical approach.
- (iv) Sociological approach.
- (v) Historical and anthropological approach
- (vi) Scientific (Quantitative approach).

Unit 3—Education in under-developed and developing countries with reference to following problems :—

- (i) Universal compulsory education.
- (ii) Higher Education.
- (iii) Adult Education.
- (iv) Finance.

Unit 4—The following problems are to be studied in world perspective.

- (i) Language problem.
- (ii) Selection at Secondary School Stage and Higher Education Stage.
- (iii) Women Education.
- (iv) Teacher-status.
- (v) Education of exceptional children.

Unit 5—Study of Education in U.S.S.R., China and Israel with reference to the following topics :—

- (i) Historical Background,
- (ii) Aims and objectives of education.
- (iii) Administration of education.
- (iv) Finance of Education.

- (v) Present system of Pri-primary and Primary Education
- (vi) Secondary Education.
- (vii) Higher Education.
- (viii) Vocational and Technical Education.
- (ix) Teacher Education.
- (x) Adult Education.
- (xi) Current Problems.

Group B—Paper II

Unit I—Study of Education in U.K., U.S.A. and Japan with reference to the following topics :—

- (i) Historical Background.
- (ii) Aims and objectives of Education.
- (iii) Administration of Education.
- (iv) Finance of Education.
- (v) Present system of Pre-primary and Primary Education.
- (vi) Secondary Education.
- (vii) Higher Education.
- (viii) Vocational and Technical Education.
- (ix) Teacher Education.
- (x) Adult Education.
- (xi) Current Problems.

Unit 2—Study of Education in India and Pakistan with reference to the points mentioned above.

Books for Study and References

- (1) Education in New Era : I. L. Kandel.
- (2) Comparative Education : Moehnteman and Roucek.
- (3) World Survey of Education : UNESCO.
- (4) Education Patterns in Contemporary Societies : Thut and Adams. McGraw Hill.
- (5) Problems in Education—A Comparative Approach. Brian Holmes.
- (6) Contemporary Education : J. F. Cramer and C. S. Browne.

- (7) The World Educational Crisis—A systems Analysis, Philip H. Coombs, Oxford University Press.
- (8) Essay on World Education—The crisis of supply and Demand Edited by G. A. F. Bereday, Oxford University Press.
- (9) Comparative Method in Education—George Z. F. Bereday Holt Rinehard and Wiston Inc. New York (Available in cheap edition for Rs. 8/- only)
- (10) Towards a Science of Comparative Education : Harold J. Noah and Max A. Eckstein. The MacMillan Company Collier—MacMillan Ltd., London.
- (11) Scientific Investigations in Comparative Education : Max A. Ecksten and Harold J. Noah. The MacMillan Company, Collier MacMillan Ltd., London.
- (12) Introduction of American Public Education : De-Young, Mac-Graw Hill.
- (13) The American School System : Douglas Aubey, Rinehard, New York.
- (14) Higher Education in American Republics : Harod R. W., Mac-Graw Hill.
- (15) Growth in English Education : H. C. Dent.
- (16) Education in Great Britain : W. O. Lister Smith,
- (17) Education in India Today : S. N. Mukharjee.
- (18) Education in Japan, School and Society : Downx S. W.
- (19) History of Japanese Education and Present Educational System : Keenlayside H. L. and Thomas A. F.
- (20) Education in Japan (1961) : Ministry of Education.
- (21) The changing soviet School : Bereday G. Z., F. Houghton.
- (22) Education in China : J. B. Priestlay.
- (23) Education in Communist China : Price.
- (24) Communist Education : Edmund, J. King.
- (25) Education in Israel.

For Problems (Unit 3 and 4 under Paper I).

Refer to relevant year books of Education by Evans Brothers.

Group C—Experimental Psychology and Statistical Methods**Objectives :**

1. To make the students conversant with the methods of Psychology as applied to education.
2. To develop skill in performing experiments in Psychology.
3. To prepare personnel for work in the field of education with an experimental orientation.
4. To develop ability to apply statistical knowledge in tabulating and interpreting test scores.

Group C—Paper I

Unit 1—Applications of Normal Probability Curve.

Unit 2—Regression and Prediction, Interpretation of Correlation.

Unit 3—Concepts of Practical and Multiple correlations.

Unit 4—Testing Experimental hypotheses.

Unit 5—Norms, standard and derived scores, Reliability and validity of test scores.

Unit 6—Scaling of Test items.

Unit 7—Item Analysis.

Unit 8—Principle of factorial analysis.

Unit 9—Theory of Sampling.

Unit 10—Simple analysis of variance and a Co-variance.

Unit 11—Experimental Designs in Education and Psychology.

Group C—Paper II.

Unit 1—Nature, Scope & methods of experimental Psychology

Unit 2—Sensation.

(a) Vision.

(b) Audition.

(c) Test and smell.

- (d) Cutaneous sensations.
- (e) Organic and sensations of movements.

Unit 3—Perception.

- (a) Perception of form.
- (b) Perception of colour.
- (c) Perception of space.
- (d) Perception of movements.
- (e) Perception of time.

Unit 4—Imagery and Association.

Unit 5—Reaction time.

Unit 6—Retention and forgetting.

Unit 7—Learning.

- (a) Discrimination Learning.
- (b) Conditioning.
- (c) Fating in learning.
- (d) Maze learning.

Unit 8—Thinking and reasoning and problem solving.

Unit 9—Transfer and interference.

Unit 10—Concept formation and language development.

Practical Work

30 Laboratory Experiments based on the various topics in the above 10 units.

List of Experiments for M.Ed. Course in 'C' Group

1. To calculate the absolute threshold for lifted weights using the method of limits.
2. To determine the differential threshold for lifted weights by using the method of right and wrong cases.
3. To measure the Muller Lyer illusion using the method of mean error and to calculate the space error.

4. *Auditory Acuity*—To determine the absolute threshold for Sound Intensity.

5. *Localization of Sound*—To determine the accuracy of localization of sounds of different positions in the horizontal plane, and the nature of the errors made in the coronal and sagittal planes respectively, and from the results to deduce the basis of sound location.

6. *The Retinal field for Colour*—To map the retinal field for the colours blue, yellow, red and green.

7. *The mapping of the blind spot*—To find the limits of the blind spot, to determine its outline, and to study visual phenomena associated with it.

8. *Colour Blindness*—To detect the presence of colour blindness and to investigate its phenomena.

9. *Colour preference*—To determine S's order of preference.

10. *Sound Touch*—Colour mixing (Hering's colourmix) Heat and Cold spots.

11. *Colour Contrast-Successive*—To study the phenomena of successive colour contrast.

12. *Colour Contrast-Simultaneous*—To study the phenomena of simultaneous colour contrast.

13. *Reproduction of time intervals*—To study the accuracy of reproduction of time intervals of different lengths.

14. *The spatial threshold*—(The aesthesiometric Index)—To determine the spatial threshold or aesthesiometric index.

(a) longitudinally

(b) transversely on the back of the left hand by the method of limits.

15. *Perception of form*—To study the factors affecting Gestalt figures.

16. *Perception of movement*—To estimate the successive and simultaneous movement of the individual.

17. Asha's reversible perceptive Test.

18. *Imagery : Word list method*—To investigate an individual's imagery by the word list method.
19. *Association*—To study responses of S, when the response word bear some definite relation to the stimulus word.
20. *Associative Reaction Time*—To compare the reaction time of free and controlled association.
21. (1) To measure the simple R. T. for Tisual and Auditory Stimuli.
 (2) To measure the discriminatory R. T. for visual and auditory R. T.
 (3) To measure the choice R. T. for visual and auditory stimuli.
22. *Retention and forgetting-Retention*—To measure the amount of retention of a given material by the methods at
 (1) Recall and (2) recognition.
23. *Retroactive Inhibition*—To demonstrate the phenomenon of retroactive inhibition and to study one of its most important determinants—similarity of original and interpolated learning.
24. *Learning and Saying Method*—To study the process of committing to memory nonsense material.
25. *Learning*—(Card sorting after Pyle)—To study the process of semi-motor learning and the effect of interference.
26. *Maze Learning*—To measure the process of subject's learning in unseen styles mazes and to discover and compare the methods employed by him in mastering the maze situation in those cases.
27. *Fatigue in Learning*—To draw a fatigue curve and to study the stages in it.
28. *Learning Curve*—To study the learning curve.
29. To study motor-efficiency (Tapping experiment).
30. To study the effect of knowledge of results on hearing.

31. Patterson's Test of rational Learning.

32. *Thinking and Reasoning*—To measure the individuals capacity at the time of the test for abstract reasoning and clear thinking.

33. *Problem solving*—To follow S's process of thinking while solving.

(1) Heart and bow puzzle (2) Wiggly block puzzle

34. *Bilateral transfer*—To demonstrate Bilateral transfer,

35. Habit interference.

36. *Concept formation*—To study the process of concept formation by a method akin to Hull's method and by sorting method using the Hanfmann Kasulin Test.

References and Books for Study

1. H. E. Garrett—Statistics in Psychology and Education. Longman Green and Co., London.
2. B. Fruchter—Introduction to Factor Analysis, D. Van Nostrand and Co. N. Y.
3. G. Thomson—Factorial Analysis of Human Ability, University of London Press.
4. Postman—Experimental Psychology, Harper Bros, New York.
5. Mary Collins and James Draver.. Experimental Psychology, Methuen and Co., London.
6. Mary Collins and James Draver—First Laboratory Guide in Experimental Psychology, Methuen and Co., London.
7. H. E. Garrett —Great Experiments in Psychology, Appleton Century Crafts.
8. B. R. Bugelski—A first course in Experimental Psychology, Henry Holt and Co., New York.
9. Guilford—Psychometric Methods.
10. Lindquist—Statistical Analysis in Educational Research.

Group D—Teacher Education and Curriculum Development.

Paper I—Teacher Education.

Objectives :

1. To enable the student to develop skills in educating the trainee teachers.
2. To develop insight into the problems of teacher education at different levels, namely—pre-primary, primary and secondary.
3. To develop ability to undertake experimentation in teacher-education.

Unit 1—Evolution and development of Teacher Education in India. Teacher education as distinguished from Teacher training. The need and importance of Teacher education.

Unit 2—Aims and objectives of teacher education. Place of general education of teachers. The qualifications and the patterns of teacher education at different levels vis. pre-primary, primary and secondary.

Training of specialists teachers—Teachers of Arts and crafts, Physical education, Home science, etc. teachers for Vocational and Technical Education.

Improvement in the present programme of teacher education at different levels.

Unit 3—Instructional methods in teacher education :

- (a) Seminars.
- (b) Workshops.
- (c) Group discussions and seminar readings.
- (d) Team Teaching.
- (e) Supervised Study and other techniques modified to suit the needs.
- (f) Dynamic methods. Macro and micro teaching.

Unit 4—Internship in teacher preparation, significance and supervision of practical work. Demonstrations, experimentation

in the co-operating schools. Relations of colleges of Education with the co-operating schools.

Unit 5—Evaluation procedures in teacher education. Internal and external assessment.

Unit 6—National Policy and State Policy of Education. The need for inservice education of teachers, at different levels e.g. pre-primary, primary and secondary.

Unit 7—The teachers' organizations in India, their role and functions. The American and British professional organizations of teachers Present teacher associations.

Unit 8—Research experimentation in Teacher Education. Action research in Teacher Education. Suggestions for betterment of Teacher, Education.

Unit 9—New types of Institutions and programmes of teacher education :

- (1) The National Council of Educational Research and Training. New Delhi; the U.G.C. and S.I.E.s in Teacher Education—their role and fuctions.
- (2) Regional Colleges of Education and correspondence courses.

Unit 10—Teacher Education in U.S.A., U.K. and U.S.S.R.

Group D :

Paper II—Curriculum Development.

Objectives :

1. To develop understanding of the Principles of curriculum construction.
2. To understand and appreciate curriculum as a mean of full development of the individual.
3. To gain insight into the development of new curricula so as to attain the changed objectives.

Unit 1—The Terminology of Curriculum :

Meaning and working definition of the following terms :

Curriculum : syllabus; course of studies; core; correlation; fusion; integration; units; action research.

Unit 2—The Foundation of Curriculum :

(a) *Philosophical :*

(1) Philosophical theories and their implications. Place of deals and traditions, cultural heritage national ideologies and curriculum.

(2) Constitution of India and its salient features—Democracy secularism, socialistic pattern of Society, social justice; equality of opportunity.

The implications of the above constitutional features for the development of the curriculum.

(3) The National goals and the Inter-National outlook.

(b) *Social :*

(1) The changing needs of society—technological, industrial economical and sociological.

(2) Problems of Indian Society and their implications for the construction of the curriculum.

(i) National integration

(ii) Planning

(iii) Growing population

(iv) Conservation and utilization resources

(v) Agricultural development and self-sufficiency in Food production.

(vi) Industrialization and urbanization.

(c) *Psychological*

(1) Nature of change, need for change, human nature and change, resistance to change, their implications.

(2) Maturation.

(3) Transfer of training.

(4) Individual differences.

Unit 3—Selection of Content :

(a) *General problem of content selection :*

- (i) Nature and composition of student population of today and tomorrow. Individual differences.
- (ii) The explosion of knowledge, nature of subject disciplines.
- (iii) Economic growth—greater efficiency in production and the removal of poverty.

(b) *Pattern of organization :*

(i) Organization by subjects—

Correlation of different subjects, through emphasis on activities and correlation with crafts. The notable Indian experiments of Basic Education and Vishwa Bharati and Gurukuls,

(ii) Organization by Units—

‘ Subject—matter ’ units and ‘ experience ’ unit

(iii) Organization by core and electives.

Unit 4—Procedure of organizing the content :

(a) Formulation of general objectives at each school stage and their specifications. Formulation of instructional objectives and their specifications in terms of expected behaviour changes in the students. Suggesting appropriate content to fulfil the objectives.

(b) Consideration to be given to the following points :

- (i) Maturity of the learner.
- (ii) Time available, time allotment for different subject areas.
- (iii) Curricular load.
- (iv) Continuity and sequence of the content from class to class—Vertical and Horizontal considerations.
- (v) Organizing the suggested content within appropriate subject boundaries.

Unit 5—Instructional Materials :

- (a) Audio visual Aids and their use.
- (b) Programmed material.
- (c) Text-book—criteria of a good text-book, Selection of text-books.
- (d) Enrichment Materials—kit boxes, pupils work-books. Supplementary books.

Unit 6—Organization of Teaching :

- (a) Effective teaching—its meaning—the teaching—learning process—its implications.
- (b) Patterns of organization—
 - (i) Macro and Micro teaching.
 - (ii) Team teaching.
 - (iii) Ability grouping.
 - (iv) The ungrade school.
 - (v) Multiple class teaching.
 - (vi) Self study based on the use of school library.
 - (vii) Group discussions, seminars, buz groups, work-shops etc.
- (c) The problem of large classes and single teacher schools.

Unit 7—Curriculum of change :

- (a) Concept of change; its importance and implication, teaching for the change.
- (b) Agencies for curriculum change :
 - (i) General awareness of the public for good education.
 - (ii) Parent Teacher Associations, Subject Teachers Associations.
 - (iii) Curriculum Research Depts. and State Dept. of Education.
 - (iv) Research organizations and centres of Advanced Studies in Education.
- (c) Methods of curriculum change :
 - (i) In-service Education for teachers.
 - (ii) Action research and pilot projects.

*Books for Study**Teacher Education :*

1. Stratemeyer Lindsay—Working with student Teachers, Eurasia Publishing House (Pvt.) Ltd., New Delhi 55.
2. William Taylor—Society and the Education of Teachers, Faber and Faber.
3. Dr. G. Chaurasia—New Era in Teacher Education. Sterling Publishers Pvt. Ltd.
4. Edited by S. N. Mukerji—Education of Teachers in India, Volume I and II, S. Chand and Co., Delhi.
5. K. L. Shrimali—Better Teacher Education, Ministry of Education, Government of India.
6. Dr. S. S. Dikshit—Teacher Education in Modern Democracies—Sterling Publishers Pvt. Ltd., Delhi 6.
7. Report of the Study Group on the Education of Secondary Teacher in India—All India Association of Training Colleges.
8. Four Year Courses in Teacher Education—All India Association of Teacher Educators, B-2/6A, Model Town, Delhi 9.
9. Investigation, Studies and Projects Relating to Internship in Teaching—N. C. E. R. T., New Delhi.
10. Report of the Committee on Teacher Education in Maharashtra State, Government of Maharashtra.
11. Richardson C. A. and others—Education of Teachers in England, France and U.S.A., Unesco, 1953.
12. Commission on Teacher Education—The Improvement of Teacher Education, Washington.

* Paper II—Curriculum Development. *

13. Association of Supervision and Curriculum Development N.E.A.—Balance in Curriculum (Year Book 1961)
14. The Process of Education—Bruner S. S., The Process of Education Harvard University Press, 1961.
15. UNESCO—Psychological Foundation of Curriculum 1962.

16. Ministry of Education—The Improvement of Curriculum in Indian Schools—H. E. Harrap.
17. Tata H.—Curriculum Development, Theory and Practice—by Harcourt, Brace and world, N. Y., 1962.

Group E—Guidance and Counselling.

Objective :

(1) To enable the student :

- (a) To acquire skill in the application of statistical techniques.
- (b) To develop ability to interpret educational and psychological data.
- (c) To acquaint the student with the principles and techniques of guidance.
- (d) To understand that the well-being and happiness of an individual can be secured through adjustment to his job.
- (e) To appreciate the importance and need of effective use of man power.
- (f) To get acquainted with the recent trends and researches in guidance.

(2) To provide personnel for guidance work.

Paper I—Educational Statistics and Mental Tests.

1. Collection and tabulation of data, graphical representation, measures of central tendency and measures of Variability.
2. Percentiles, percentile, rank and the ogive.
3. Correlation—Rank difference, product moment.
4. Normal probability curve, Properties, uses and application in mental measurement, skewness, Kurtosis, Scores, Z-scores.
5. Significance and reliability of difference between two statistical measures, methods of sampling, errors of measurement, confidence level.

6. Elementary knowledge of Multiple and bi-serial correlation regression and prediction, the contingency coefficient.

7. Factor Analysis—Theory of two factors, multifactor theory, Implications of these Theories in test construction.

(a) Principles of test construction—Planning the test, preparing items, item analysis, validity, reliability, determining norms, factor analysis etc.

(b) Type of validity, methods to determine reliability and validity.

(c) Norms : Types, uses and limitations.

(d) Administration of test, scoring and interpretation of the results.

(e) Critical study of tests : Individual and group tests of intelligence, multifactor tests of intelligence, aptitude tests, aptitude tests battery, Diagnostic tests.

(f) Measure of personality : Rating scales, inventories, projective tests, sociogram. etc.

Paper II—Guidance and Counselling.

1. Introduction :

(a) Concept of Guidance, Individual differences.

(b) Need of guidance, influence of family and community.

(c) Types of guidance, educational vocational and personal.

2. Techniques of Guidance :—

(a) Knowing the pupil, cumulative record, physical and health record, anecdotal record.

(b) Test results : achievement, intelligence and aptitude test, results, their interpretation, preparing a profile.

(c) Interest inventories, rating scales, personality inventories.

(d) Case-study.

(e) Interview.

3. Occupational information :

(a) Collection and dissemination of information about various courses and occupations.

- (b) Training facilities, and opportunities.
 - (c) Patterns of employment.
 - (d) Conferences, exhibitions, visits etc.
4. Job analysis, job profiles.
 5. Group guidance : Importance, technique.
 6. Placement : Follow-up.
 7. *Adjustive Guidance* :
 - (a) The adjustment process, mechanism, identification of mal-adjustment.
 - (b) Counselling :
 - (i) Need of counselling.
 - (ii) Principles and techniques.
 - (iii) Types.
 - (iv) Counselling interview.
 8. Recent trends and research in guidance.

PRACTICAL WORK

1. Two case studies.
2. Testing of the intelligence of one student and testing in telligence of at least 30 students by a group test of intelligence.
3. Preparation of a training information card.
4. Job analysis of one occupation.
5. Study of at least aptitude test, one interest inventory and one test measuring any one personality characteristic.

Co-operation of Local Employment Exchange, Vocational Guidance Bureau, University Employment and Information Bureau and similar agencies may be sought, in conducting the practical work. (The principal should certify in the examination from that the record of the practical work has been maintained and submitted.

Books Recommended

1. Garrett, H. E.—Statistics in Psychology and Education, Allied Pacific Pravate Ltd., Bombay, 1962.
2. Guilford, J. P.—Fundamental Statistics in Psychological and Education Mac-Graw Hill Book Company Inc., New York, 1956.
3. Freeman, F. S.—Theory and Practice of Psychological Testing Holt, Rinehart and Winstone, New York, 1963
4. Anastasi, A.—Psychological Testing. The Macmillan Company, New York.
5. Cronbach, L. J.—Essentials of Psychological Testing, Happer and Brothers, New York, 1960.
6. Thomson. G. H.—The Factorial Analysis of Human Ability University of London, 1960.
7. Jones, A. J.—Principles of Guidance, McGraw Hill Book Co., New York, 1951.
8. Myers, G. E. Principle and Technique of Vocational Guidance, McGraw Hill Book Co., New York, 1941.
9. Crow, L. D. and Crow—An Introduction to Guidance, Eurasa Publishing House, New Delhi, 1942.
10. Sanderson, H.—Basic Concepts in Vocational Guidance, McGraw Hill Book Co. , New York, 1954.
11. Robinson—Principles and Produres in Student Counselling, Happer Brothers, 1950.

*Group F—Education of Exception Children**Objectives :*

- (i) To enable the student to understand child-development.
- (ii) To help the student to understand the role of the home the school, the society in the child's development.
- (iii) To develop interest in the student to undertake systematic study of child development.

Group F—Paper I**Unit 1—Child Psychology**

- (a) meaning, nature and scope
- (b) importance and need

Unit 2—

- (a) meaning of ' Child '
- (b) Characteristics of new-born child

Unit 3—Theories of Development**Unit 4—Heredity and Prenatal Development****Unit 5—Child Development****(a) Physical**

- (i) Anatomical
- (ii) Physiological
- (iii) Motor-abilities—
 - (a) Loco-motion
 - (b) handedness
 - (c) arms and hand
 - (d) specific motor skills

(b) Language orientation, vocabulary, sentence-structures etc.**(c) Emotional**

- (i) emotional response in early efficiency
- (ii) Conditioning
- (iii) Changes in emotional reactions

(d) Intellectual**(e) Social**

- (i) Social—interaction
- (ii) Social—attitudes
- (iii) Moral—attitudes

(f) Character—formation

1. To acquaint the student with the need, techniques and problems of the education of the exceptional children.
2. To enable him to identify the exceptional children.
3. To enable him to select right methods and tools for the education of the exceptional.
4. To enable him to implement different methods suitable to the programme.
5. To enable him to understand the problems of exceptional children.
6. To enable him to motivate the exceptional children.
7. To enable him to guide the exceptional children.

Group F—Paper II

- (i) Play
- (ii) Clay-modelling
- (iii) Painting
- (iv) Dancing
- (v) Music etc.

Unit 8—Creative Activity - Different media

- (i) Parental
- (ii) Home
- (iii) Institutional
- (iv) Cultural
- (v) Peers

Unit 7—Influence on child-behaviour and development

- (a) Types
 - (i) Normal
 - (ii) Deviant
 - (iii) Constant
 - (iv) Changing
- (b) Integration

Unit 6—Personality

Unit 1—Definition of an exceptional child, characteristics of exceptional children. Types of exceptional children.

Unit 2—Need for the special programme of education for the exceptional.

Unit 3—Different tools criteria for the identification of the exceptional children.

Unit 4—Programmes for educating the exceptional, their types and objectives.

Unit 5—Mental hygiene in the class-room.

Unit 6—Role of teacher in the programme for the exceptional and his qualification.

Unit 7—Use of community resource such as colleges, universities, industry etc. in the programme. Utilizing students service for the community work.

Unit 8—Study of some special programmes and research undertaken in India and in other countries.

Books Recommended

Crow and Crow—Child Psychology—Barnes and Nobles Inc., New York.

Hurlock—Developmental Psychology—McGraw Hill Book Co., Inc., New York.

James—Effective Home School Relations.

An Introduction to child and study.

Binns—Child Growth and Development.

David A. Kirk—Educating Exceptional Children, Oxford and Brothers Publishing Co.

V. G. Haring and R. L. Schiefelbusch—Methods in special Education—McGraw Hill Book Company.

Trench, L.—Educating the Gifted : a book of readings, Holt, New York, 1964.

9. Ruth, Strang—Exceptional, children and youth, Prentice Hall Inc.
10. Glenn Myers Blair—Diagnostic and Remedial Teaching, MacMillan Co., New York.

✓ R. 5.4. To pass the Examination a candidate must obtain (i) 30% marks in each paper separately and (ii) 40 per cent in the aggregate. Those of the successful candidates who obtain 60 per cent or more in the aggregate will be placed in the First Class and those obtaining 50 per cent or more in the Second Class.

Candidates securing 50% marks in a paper be given exemption in that subject.